

**Promoting English vocabulary learning through the Total Physical Response (TPR)
method in fifth-grade students at a public school in San Gil, Santander (Colombia)**

Sandra Viviana Bayona Ángel

Asesor

Edwin Alape Londoño

Universidad Nacional Abierta y a Distancia UNAD

Escuela Ciencias de la Educación ECEDU

Mediación Pedagógica del Aprendizaje del Inglés

2023

English RAE

<p>Title:</p> <p>Promoting English vocabulary learning through the TPR method in fifth-grade students at a public school in San Gil, Santander (Colombia)</p>
<p>Authors: Sandra Viviana Bayona Ángel</p>
<p>Date: 2022</p>
<p>Program: Masters in pedagogical mediation in English learning</p>
<p>Key words:</p> <p><i>TPR (Total Physical Response), motivation, vocabulary, mediation, appealing environment, appraisal process, improvement, strategies.</i></p>
<p>Description:</p> <p>This research aims to analyze the impact of integrating TPR methods to improve fifth-grade students' lexical skills in the public school Colegio La Presentación in San Gil, Santander (Colombia). This study had three specific phases. The first phase was to define the categories of analysis framed in the TPR method in English classes to reinforce the vocabulary skills of fifth-graders. The second phase was to carry out activities for these students to improve their vocabulary skills, considering the TPR method. Finally, the third phase was to specify whether there were meaningful improvements in English vocabulary when integrating TPR methods. A convenience sample of 34 students participated in the research. The type of study is described as a mixed approach of quantitative and qualitative research based on action research with a comparative design using a pre-test and post-test. Thus, statistical analyses were made using Excel. Likewise, the effectiveness of designing and implementing activities to encourage and motivate the children's vocabulary acquisition in elementary school was analyzed.</p>

Consequently, after analyzing the data, most of the students evidenced better approaches to the new words, and there was a significant difference between the first outcomes and the final outputs in the appropriation of vocabulary. Students showed a better attitude to face the challenge of learning second language concepts, which according to previous studies applying the strategies of the TPR, is a typical result of said method that promotes the improvement of skills in primary school children and creates a more suitable environment for learning new words. The TPR method was convenient, just with some adjustments and extra support for learners with low performance, aiming to increase the level and interest of everyone gradually.

Content

Introduction:

TPR (Total Physical Response) used for children consists primarily of commands. Speech and other productive skills should come later; some drills elicit physical actions and activity on the part of the learners. Additional class activities include role plays and slide presentations. Teachers support with voice, movements, and gestures, which is an essential base for classroom tasks and triggers vocabulary enhancement (Asher, 1967).

Additionally, using the TPR method at this elementary school level is valuable since it is suitable according to many experiences. TPR includes movement and promotes a cheerful class. Hence, it elicits the learners' interest in participating in the class. This method teaches each new word or phrase along with an action, it concentrates learning on receptive language, and teachers can use audio commands to reinforce knowledge acquisition.

In language learning, teachers might use TPR to improve vocabulary since speech directed to young children consists primarily of commands, and children mainly physically respond before they begin to produce verbal responses (Richards & Rodgers, 2001).

By focusing on meaning interpreted through movement rather than language forms, the learner is liberated from self-conscious and stressful situations and can devote total energy to learning (Richards

& Rodgers, 2001). Nowadays, our schools and teachers are in a continuous query about every aspect of the teaching process, the learners' behavior, the language, and the learning process.

Justification

Problem

As teachers, it is necessary to remain attentive to all signs that deserve attention, pausing, rethinking, and adjusting, so it can be possible to “identify problems in the educational context, possibilities for transformation, and constantly renew their work” (Orrego, 2014, p.17). In this research, each detail about the attitudes, the possibility of participation, and the scopes in the vocabulary of fifth graders can be taken as an important breakthrough to highlight. In the same way, it is possible to find some difficulties or threats that will be necessary to face by introducing new strategies or analyzing learners' development through the causes and consequences in the communicative process that they need to reach for better language proficiency in high school.

General objective

- To evaluate the TPR method in English classes as a strengthening tool for lexical skills of fifth-graders in a public school.

Specific objectives

- To determine the categories for analysis from the TPR principles.
- To conduct a pedagogical proposal within the categories' framework for assessing the TPR method principles.
- To describe the lexical improvements in English vocabulary when integrating TPR methods.

Theoretical framework:

To carry out this research, it is necessary to consider the precepts of motivation and its impact on learning a foreign language. In addition to the features highlighted in the TPR method to enhance vocabulary, linguistic skills are necessary for the approach to ensure a better performance in L2.

Moreover, the influence of mediation of teaching and the interaction among teachers, peers, and students is vital to the process.

Methodology

This study is based on the principles of action research, and the process of learning English was carried out in a public school, specifically in fifth grade. According to Cohen et al. (2000), action research is defined as “a small-scale intervention in the functioning of the real world and a close examination of the effects of such an intervention” (p. 227). Burns (2010) talks about self-reflection as a critical opportunity for a systematic approach to identifying our context regarding teaching and learning. In this case, it is the chance to tackle sessions to boost vocabulary knowledge and implement the TPR method as an ally. Additionally, “action research involves keeping a personal journal in which we record our progress and our reflections about two parallel sets of learning: our learnings about the practices we are studying ... and our learnings about the process (the practice) of studying them” (Grant & Osanloo, 2015, p. 300).

This study is set under quasi-experimental research. In this research approach, “in an experiment, an independent variable (the cause) is manipulated, and the dependent variable (the effect) is measured” (Sajjad, 2016, p.271). Likewise, this research’s objective is to interact with fifth-grader classes under the TPR method to enhance the approach to vocabulary and create a suitable atmosphere. Moreover, action research allows teachers to value all the practices, the successes in a pre-test as diagnosis, and failures in the process, the weaknesses and strengths.

The opportunity of implementing and bringing back the TPR method, which despite being a traditional methodology for the learning of a foreign language, poses an excellent tool to motivate students that are in fifth grade. TPR promotes students’ interest in learning and communicating better by acquiring helpful vocabulary.

During the activities, it was necessary to consider field diaries and recordings to show the effectiveness in the participation and evolution of the students from the beginning of the diagnosis until the performances and outcomes in each one of the activities.

This research contemplated a qualitative research approach. Sajjad (2016) states that assessing changes in people's perceptions of their well-being is essential. Likewise, it is quasi-experimental with a comparative design using a pre-test and post-test to measure the impact on the acquisition and improvement of vocabulary in 34 children in fifth grade in elementary school. Also, the value of the motivational process to influence a better performance was evaluated from the application of pre-test as diagnosis design, lesson plans to implement the TPR method in English classes, and later post-test.

Results

As a result of this research, it is essential to pay attention to feelings and emotions since Yang and Damasio (2007) highlight the importance of students' reactions as part of the learning process because when schools only focus on cognitive function, it results in failures and demotivation. Furthermore, the ability to attract students' attention, describing the purpose of an activity and suggesting strategies to complete the tasks successfully, can influence students' motivation by incrementing their interest and the effort made in those activities (Mendez, 2011). Ultimately, the role of the teacher, the fact of making many attempts to encourage the pupils not only with the games but also with engaging activities and harnessing their feelings, was an outstanding work.

It is good evidence that the TPR method can trigger better approaches to enhance the vocabulary in the students, and in this case, in fifth-graders, bearing in mind that they are close to entering middle school to face greater demands in their levels of communication. For this reason, according to this project, it was noticeable that the images and the movement could enhance the vocabulary through repetition exercises. For instance, one valuable point was images that demonstrated practical tools for learning a language. The physical response to these tools is essential and points to something for acquiring new vocabulary (Aponte et al., 2016). Images demonstrated to be valuable in this research because there is a

connection between visual aids, TPR, and improved results regarding vocabulary acquisition and students' performance.

Conclusions

In conclusion, it is essential to state that evaluation is not a simple number, statistic, or result without a chance to improve. Knowledge assessment must be grasped to measure the work made from planning and intervention until the outcomes are observed. Hence, in this way, it would not be disappointing to discover bad or good tags in learners; it is a step in a long way to learning. Therefore, comparing the pre and post-test of this proposal became a design to improve and boost the talents or successes discovered. As a result of a combination of quantitative and qualitative approaches, thinking of education is not only an outcome or a measure of an unusual step but also a summative process that triggers the need to count with many perspectives, angles, and tasks. Teachers must value the starting point, the progress, the difficulties, weaknesses, scopes, and opportunities to improve. They should appreciate the multidimensionality of the human being in education, trying to go beyond loose results in the processes carried out with students. Hence, the evaluation of a method is not just a number. Assessing must focus on motivation to retake, rearrange, adjust, and promote improvements in the education and the breakthroughs of learners.

Recommendations

For further studies, it is suggested that the results and scopes of this research can be used as a reference source in elementary school to find it helpful in enhancing vocabulary. Likewise, results should be used for school curriculum design to rethink planning that includes these methodologies in the curriculum as one of the strategies to aid vocabulary learning for foreign languages. TPR teaching strategies should be used for warm-ups, to contextualize the class, or at some stages of the course, to activate and promote children's linguistic skills. Moreover, this method can be implemented and evaluated according to the yearly outcomes to value the actual progress of different groups of students.

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Spanish RAE

<p>Título</p> <p>Promoción del aprendizaje de vocabulario en inglés mediante el método TPR en estudiantes de quinto grado de un colegio público de San Gil, Santander (Colombia)</p>
<p>Autores: Sandra Viviana Bayona Ángel</p>
<p>Fecha: 2022</p>
<p>Programa: Maestría en mediación pedagógica del aprendizaje del inglés</p>
<p>Palabras claves:</p> <p>TPR (respuesta física total), motivación, vocabulario, mediación, entorno atractivo, proceso de evaluación, mejora, estrategias</p>
<p>Descripción:</p> <p>Esta investigación tiene como objetivo analizar el impacto de la integración de métodos TPR para mejorar las habilidades léxicas de los estudiantes de quinto grado en la escuela pública Colegio La Presentación en San Gil, Santander (Colombia). Esta investigación tuvo tres fases específicas La primera fase fue definir las categorías de análisis enmarcadas en el método TPR en las clases de inglés para reforzar las habilidades de vocabulario de los estudiantes de quinto grado. La segunda fase fue diseñar actividades para que estos estudiantes mejoraran sus habilidades de vocabulario, considerando el método TPR. Finalmente, la tercera fase fue especificar si hubo mejoras significativas en el vocabulario en inglés al integrar los métodos TPR. En el proyecto participó una muestra de 34 estudiantes. El tipo de estudio se describe como un enfoque mixto de investigación cuantitativa y cualitativa basada en la investigación-acción con un diseño comparativo utilizando un pre-test y un post-test. Por lo tanto, los análisis estadísticos se realizaron utilizando Excel. Asimismo, se analizó la efectividad del diseño e implementación de actividades para incentivar y motivar la adquisición de vocabulario en los niños de primaria.</p>

En consecuencia, después del análisis de los datos, la mayoría de los estudiantes evidenció mejores aproximaciones a las nuevas palabras, y hubo una diferencia significativa entre los primeros resultados y los resultados finales en la apropiación del vocabulario. Los estudiantes mostraron una mejor actitud para enfrentar el reto de aprender conceptos de una segunda lengua, lo que según estudios previos aplicando las estrategias del TPR, es un resultado típico de dicho método que promueve la mejora de habilidades en los niños de primaria y crea un ambiente más propicio para aprender nuevas palabras. El método TPR fue conveniente, solo con algunos ajustes y apoyo adicional para los alumnos con bajo rendimiento, con el objetivo de aumentar el nivel y el interés de todos gradualmente.

Contenido

Introducción:

TPR (Respuesta física total) que se utiliza para los niños consiste principalmente en comandos. El habla y otras habilidades productivas deberían venir después; algunos ejercicios provocan acciones físicas y actividad por parte de los alumnos. Las actividades de clase adicionales incluyen juegos de roles y presentaciones de diapositivas. Los profesores apoyan con la voz, los movimientos y los gestos, que es una base esencial para las tareas del aula y desencadena la mejora del vocabulario (Asher, 1967).

Además, es valioso utilizar el método TPR en este nivel de primaria ya que ha demostrado ser adecuado según muchas experiencias. TPR incluye movimiento y promueve una clase alegre. Por lo tanto, suscita el interés de los alumnos por participar en la clase. Este método enseña cada palabra o frase nueva junto con una acción, concentra el aprendizaje en el lenguaje receptivo y los profesores pueden usar comandos de audio para reforzar la adquisición de conocimientos.

En el aprendizaje de idiomas, los maestros pueden usar TPR para mejorar el vocabulario, ya que el habla dirigida a los niños pequeños consiste principalmente en comandos, y los niños responden principalmente físicamente antes de comenzar a producir respuestas verbales (Richards & Rodgers 2001).

Al centrarse en el significado interpretado a través del movimiento en lugar de las formas del lenguaje, el alumno se libera de situaciones estresantes y cohibidas y puede dedicar toda su energía al aprendizaje (Richards & Rodgers, 2001). Hoy en día, nuestras escuelas y maestros están en una consulta continua sobre todos los aspectos del proceso de enseñanza, el comportamiento de los alumnos, el idioma y el proceso de aprendizaje.

Justificación:

Problema:

Como docentes, es necesario permanecer atentos a todas las señales que ameritan atención, pausando, repensando y ajustando, para que sea posible “identificar problemas en el contexto educativo, posibilidades de transformación y renovar constantemente su trabajo” (Orrego, 2014, p.17). En esta investigación, cada detalle sobre las actitudes, la posibilidad de participación y los alcances en el vocabulario de los alumnos de quinto grado puede tomarse como un avance importante a destacar. De la misma manera, es posible encontrar algunas dificultades o amenazas que será necesario enfrentar introduciendo nuevas estrategias o analizando el desarrollo de los educandos a través de las causas y consecuencias en el proceso comunicativo que necesitan para alcanzar una mejor competencia lingüística en la escuela secundaria.

Objetivo general

- Evaluar el método TPR en las clases de inglés como herramienta de fortalecimiento para el aprendizaje de vocabulario de los estudiantes de quinto grado de una escuela pública.

Objetivos específicos

- Determinar las categorías de análisis a partir de los principios del método TPR.
- Realizar una propuesta pedagógica en el marco de las categorías para evaluar los principios del método TPR.
- Describir las mejoras léxicas en el vocabulario inglés al integrar métodos TPR.

Marco teórico:

Para llevar a cabo esta investigación es necesario considerar los preceptos de la motivación y su impacto en el aprendizaje de una lengua extranjera. Además de las características destacadas en el método TPR para mejorar el vocabulario, las habilidades lingüísticas son necesarias para que el enfoque asegure un mejor desempeño en L2. Además, la influencia de la mediación de la enseñanza y la interacción entre profesores, compañeros y estudiantes es vital para el proceso.

Metodología:

Este estudio se basa en los principios de la investigación acción, y el proceso de aprendizaje del inglés se llevó a cabo en una escuela pública, específicamente en quinto grado. Según Cohen et al. (2000), la investigación-acción se define como “una intervención a pequeña escala en el funcionamiento del mundo real y un examen detallado de los efectos de tal intervención” (p. 227). Burns (2010) habla de la autorreflexión como una oportunidad crítica para un enfoque sistemático para identificar nuestro contexto con respecto a la enseñanza y el aprendizaje. En este caso, es la oportunidad de abordar sesiones para potenciar el conocimiento del vocabulario e implementar el método TPR como aliado. Además, “la investigación-acción implica mantener un diario personal en el que registramos nuestro progreso y nuestras reflexiones sobre dos conjuntos paralelos de aprendizaje: nuestros aprendizajes sobre las prácticas que estamos estudiando... y nuestros aprendizajes sobre el proceso (la práctica) de estudiarlas” (Grant & Osanloo, 2015, p. 300).

Este estudio se enmarca en una investigación cuasi-experimental. En este enfoque de investigación, “en un experimento, se manipula una variable independiente (la causa) y se mide la variable dependiente (el efecto)” (Sajjad, 2016, p. 271). Asimismo, el objetivo de este estudio es interactuar con las clases de quinto grado bajo el método TPR para potenciar el acercamiento al vocabulario y crear un ambiente adecuado. Además, la investigación acción permite a los docentes valorar todas las prácticas, los aciertos en un pre-test como diagnóstico, y los fracasos en el proceso, las debilidades y fortalezas. La oportunidad de implementar y recuperar el método TPR, que, a pesar de ser una metodología tradicional para el aprendizaje de una lengua extranjera, se presenta como una excelente herramienta

para motivar a los estudiantes que cursan quinto grado. TPR promueve el interés de los estudiantes en aprender y comunicarse mejor mediante la adquisición de vocabulario útil.

Durante las actividades fue necesario considerar diarios de campo y grabaciones para evidenciar la efectividad en la participación y evolución de los estudiantes desde el inicio del diagnóstico hasta los desempeños y resultados en cada una de las actividades.

Esta investigación contempló un enfoque de investigación cualitativa. Sajjad (2016) afirma que es fundamental evaluar los cambios en las percepciones de las personas sobre su bienestar. Asimismo, es cuasi-experimental con un diseño comparativo utilizando un pre-test y post-test para medir el impacto en la adquisición y mejora del vocabulario en 34 niños de quinto grado de primaria. Asimismo, se evaluó el valor del proceso motivacional para incidir en un mejor desempeño a partir de la aplicación del pre-test como diseño de diagnóstico, planes de lecciones para implementar el método TPR en las clases de inglés y posterior post-test.

Resultados:

Como resultado de esta investigación, es fundamental prestar atención a los sentimientos y emociones ya que Yang y Damasio (2007) resaltan la importancia de las reacciones de los estudiantes como parte del proceso de aprendizaje, dado que cuando la escuela se enfoca solo en la función cognitiva, resulta en fracasos. y desmotivación. Además, la capacidad de atraer la atención de los estudiantes, describiendo el propósito de una actividad y sugiriendo estrategias para completar las tareas con éxito, puede influir en la motivación de los estudiantes al incrementar su interés y el esfuerzo realizado en esas actividades (Méndez, 2011). En definitiva, el papel del profesor, el hecho de hacer muchos intentos para animar a los alumnos no sólo con los juegos sino también con actividades interesantes y de aprovechamiento de sus sentimientos, fue un trabajo sobresaliente.

Es buena evidencia que el método TPR puede desencadenar mejores enfoques para potenciar el vocabulario en los estudiantes, y en este caso, en los de quinto grado, teniendo en cuenta que están próximos a ingresar a la secundaria para enfrentar mayores exigencias en sus niveles de comunicación.

Por eso, según este proyecto, se percibió que las imágenes y el movimiento pudieron potenciar el vocabulario a través de ejercicios de repetición. Por ejemplo, un punto valioso fueron las imágenes que mostraban herramientas prácticas para aprender un idioma. La respuesta física a estas herramientas es fundamental y apunta hacia algo para la adquisición de nuevo vocabulario (Aponte et al., 2016). Las imágenes demostraron ser valiosas en esta investigación porque existe una conexión entre las ayudas visuales, TPR y mejores resultados con respecto a la adquisición de vocabulario y el desempeño de los estudiantes.

Conclusiones

En conclusión, es fundamental señalar que la evaluación no es un simple número, estadística o resultado sin posibilidades de mejora. La evaluación del conocimiento debe aprovecharse para medir el trabajo realizado desde la planificación y la intervención hasta que se observan los resultados. Por lo tanto, de esta manera, no sería decepcionante descubrir etiquetas malas o buenas en los alumnos; es un paso en un largo camino hacia el aprendizaje. Por lo tanto, comparar el pre y post test de esta propuesta se convirtió en un diseño para mejorar y potenciar los talentos o aciertos descubiertos. Como resultado de una combinación de enfoques cuantitativos y cualitativos, pensar la educación no es solo un resultado o una medida de un paso inusual, sino también un proceso sumativo que desencadena la necesidad de contar con muchas perspectivas, ángulos y tareas. Los docentes deben valorar el punto de partida, los avances, las dificultades, debilidades, alcances y oportunidades de mejora. Deben apreciar la multidimensionalidad del ser humano en la educación, tratando de ir más allá de los resultados sueltos en los procesos realizados con los estudiantes. Por lo tanto, la evaluación de un método no es solo un número. La evaluación debe centrarse en la motivación para retomar, reorganizar, ajustar y promover mejoras en la educación y los avances de los educandos.

Recomendaciones

Para estudios posteriores, se sugiere que los resultados y alcances de esta investigación se puedan utilizar como fuente de referencia en la escuela primaria para encontrarlos útiles para mejorar el

vocabulario. Asimismo, los resultados deberían servir para el diseño curricular escolar para repensar una planificación que incluya estas metodologías en el currículo como una de las estrategias para ayudar al aprendizaje de vocabulario de lenguas extranjeras. Las estrategias de enseñanza de TPR deben usarse al menos para iniciar las sesiones, para contextualizar la clase, o en algunas etapas del curso, para activar y promover las habilidades lingüísticas de los niños. Además, este método se puede implementar y evaluar de acuerdo con los resultados anuales para valorar el progreso real de diferentes grupos de estudiantes.

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Acknowledgments

First, I want to thank God for allowing me to conclude the long and complex process of this research because, despite my constraints, external obstacles, and lack of self-confidence to finish

this goal, I have achieved the end of this work, thanks to God's mercy.

Secondly, I am very thankful to my mom because she is my strength and my light to continue advancing, she guides me from heaven, and I have worked hard in honor of her.

I am grateful to all the people in my family, especially my aunt and my sister, and my friends who always believed and encouraged me to reach the end of this project.

I want to highlight the commitment of my different teachers since they supported me in the darkest days when advancing in the research project seemed impossible.

Finally, but not less importantly, I want to recognize the value of my students. I have loved them all because they found a way to cheer me up with their signs of progress, essence, and words.

Thanks to God, my family, friends, and different people, I can finish this dream to continue working for each one in my path.

Resumen

Los estudiantes de la escuela primaria están en el proceso de aprender diferentes palabras para aumentar su competencia en la comprensión de un nuevo idioma. Esta investigación presenta un método implementado en una escuela pública de Colombia para medir el impacto de efectuar la estrategia TPR (respuesta física total) para alcanzar mejores niveles de aprendizaje de nuevo vocabulario. Los datos fueron recolectados a través de diarios de campo, planes de lecciones, grabaciones e implementación en clases de actividades bajo este método. Los hallazgos finales indicaron que con este método comienzan a aparecer algunos cambios positivos en algunos estudiantes. Además, los resultados mostraron que aún es necesario seguir ajustando e implementando estas estrategias y otras para apoyar a algunos alumnos remanentes con un nivel primario y bajo que pueden mejorar y tener un progreso evidente. Esta investigación sobre el impacto y la eficacia de la mejora del vocabulario en inglés de los estudiantes de quinto grado de una escuela pública de San Gil Santander se llevó a cabo luego de realizar diferentes sesiones con el apoyo de actividades diseñadas siguiendo los preceptos del método TPR. Las actividades incluyeron movimientos y asociaciones con palabras, juegos y una forma lúdica de introducir y practicar con una metodología motivadora y emocionante que involucró a los estudiantes para ayudarlos a aprender mejor. El ejercicio de TPR preparó a los alumnos con habilidades lingüísticas que podrán utilizar para enfrentar la escuela el siguiente año, mejorando su capacidad de comunicarse y expresarse en inglés. Además, se logró explorar los diferentes cambios en este estudio con los datos cualitativos, lo que se refleja en una evolución desde la prueba diagnóstica hasta el avance en cada actividad y evaluación. Además, fue la oportunidad de valorar la participación y motivación de los aprendices de esta lengua extranjera.

Palabras clave: TPR, motivación, vocabulario, mediación, mejora.

Abstract

Students in elementary school are in the process of learning different words to increase their proficiency in understanding a new language. This research presents a method implemented in a public school in Colombia to measure the impact of implementing a TPR (Total Physical Response) strategy to reach better levels of learning new vocabulary. Data was collected through field diaries, lesson plans, recordings, and implementation in classes of activities under said approach. The final findings indicated that with this method, some positive changes begin to appear in some students. Moreover, results showed that it is still necessary to continue adjusting and implementing these strategies and others to scaffold some remained learners with a primary and low level that can improve and have evident progress. This research about the impact and the effectiveness of the improvement of English vocabulary of fifth-grade students at a public school in San Gil Santander was carried out after carrying out different sessions with the support of activities designed following the precepts of the TPR method. Activities included movements and associations with words, games, and a ludic way to introduce and practice with a motivating and exciting methodology that engaged the students to help them learn better. The exercise of TPR prepared learners with linguistic skills that they might use to face the school next year and will improve their ability to communicate and express themselves in English. Moreover, it was possible to explore the different changes in this study with the qualitative data, which is reflected in an evolution from the diagnostic test until the breakthrough in each activity and evaluation. Additionally, it was the chance to value the participation and motivation of learners using this foreign language.

Keywords: TPR, motivation, vocabulary, mediation, improvement.

Table of Contents

Introduction to the research study	27
Context of the research problem	27
Research question(s), objectives(s) and hypotheses	29
<i>Research questions</i>	29
<i>The research objectives</i>	30
<i>Research hypothesis and variables</i>	30
Rationale	30
<i>Rationale for the research problem</i>	30
<i>Rationale for the methodologies to address the problem</i>	32
Introduction to the literature review	35
State of the Art	35
<i>Research on the TPR method to improve vocabulary</i>	35
<i>Research on resources for English language learning and English vocabulary teaching in primary schools</i>	38
<i>Research on vocabulary enhancement</i>	40
Theoretical Framework	44
<i>Total Physical Response</i>	44
<i>Motivation</i>	45
<i>Mediation and teamwork</i>	46

	22
<i>Learner and teacher interaction</i>	47
<i>Vocabulary</i>	48
Conceptual Framework.....	50
Rationale of the research study on the Literature	50
Introduction to the research design.....	52
Methodological design.....	52
<i>Research method</i>	52
<i>Research approach</i>	53
Context of the Research.....	54
<i>Population and sampling procedures</i>	54
<i>Researcher's impact</i>	56
<i>Ethical protocol</i>	57
Data collection techniques.....	59
<i>Description and rationale of the instruments</i>	59
Data collection methods.....	59
<i>Synthesis of the observation with the instrument of field diaries</i>	59
<i>Memo motion study with the instruments of class recordings and pictures.</i>	60
<i>Sources of primary data evaluations with the instruments of the questionnaire</i> <i>evaluations-</i> <i>pre-tests, post-tests, diagnostic tests, and term evaluations</i>	60
Validation procedures	61

Pedagogical intervention and application	63
<i>Instructional design</i>	63
Development of application.....	63
Introduction to data analysis and findings	66
Data management procedures.....	66
<i>Recording of classes and transcription to find common patterns</i>	66
<i>Field diaries to describe the stages and development in classes</i>	68
<i>Using pre-tests and post-tests</i>	71
Categories.....	74
<i>Category discussion</i>	74
Hypothesis testing and operationalization of variables	82
Reliability and validity of analysis and findings.....	90
Introduction to discussions and conclusions.....	93
Significance of the results.....	94
Pedagogical and research implications of the field of study.....	97
Research limitations of the present study	101
Recommendations for further research.....	102
Conclusion.....	104
References.....	108
Appendices.....	114

Table of Tables

Table 1 <i>Work plan for the intervention</i>	63
Table 2 <i>Average results of students before and after using the TPR method</i>	70
Table 3 <i>Comparison of 5-3 scores with the other grades</i>	84
Table 4 <i>Overview about TPR</i>	92

Table of Figures

Figure 1 <i>Bloom's taxonomy as a reference to value the way of approaching vocabulary</i>	64
Figure 2 <i>Hobbies vocabulary</i>	68
Figure 3 <i>Impact of Implementing the TPR Methodology in fifth grade</i>	71
Figure 4 <i>Comparison 5-3 scores with the other grades</i>	84
Figure 5 <i>Progress in the own level Font (references Syscolegios Colnusepre)</i>	85
Figure 6 <i>Routines vocabulary</i>	88
Figure 7 <i>Identify appearance vocabulary</i>	89
Figure 8 <i>Vocabulary about appearance</i>	89

Appendix

Appendix A <i>Form of informed consent</i>	114
Appendix B <i>Rubric and validation by a peer of the instrument to collect data.</i>	115
Appendix C <i>Evidence of association movements and vocabulary with TPR</i>	117
Appendix D <i>Video and transcription to evidence the practice of vocabulary</i>	117
Appendix E <i>Transcription of videos with fifth-grade students</i>	120
Appendix F <i>Chunks of movements, imitation based on videos, poster to associate images and vocabulary</i>	123
Appendix G <i>English Festival to evidence TPR and pronunciation</i>	124
Appendix H <i>Field diaries</i>	125
Appendix I <i>Analysis question by question</i>	133
Appendix J <i>Diagnostic test and term evaluations</i>	136
Appendix K <i>Lesson plan</i>	140
Appendix L <i>SWOT</i>	143
Appendix M <i>Test used to measure the knowledge of vocabulary</i>	144

Introduction to the Research Study

The research project was conducted at Colegio Técnico Nuestra Señora de la Presentación, a public school in San Gil, Santander (Colombia). Considering that the vocabulary level and the outcomes in fifth grade were not the expected ones after the COVID-19 pandemic, it was necessary to make some adjustments to the methodology. Noticing that Total Physical Response (TPR) method was an excellent option to appeal to the interest and a tool to evidence improvements in vocabulary increase in this grade; Therefore, the idea was to design some activities under the focus of TPR because there are meaningful changes in English vocabulary when integrating this strategy. For that reason, the goal was to describe the real impact of maintaining the interest and motivation to reach better and more effective outcomes in the communication of their messages and speeches; therefore, in the first chapter, we can find the characteristics of this population indicating their weaknesses and strengths that were used to favor achieving better outputs thanks to the use to this method in English classes.

Context of the Research Problem

This research was held at Colegio Técnico Nuestra Señora de la Presentación, a public school in San Gil, Santander. The situation that triggered this study was the difficulty in achieving a good pace of work and advances with the learners, and due to the outcomes not being expected, it was essential to seek better strategies in class to engage the students and improve their vocabulary. Moreover, due to the two years in virtual English classes, the basis in language was not the best, and it was impossible to measure the fundamental vocabulary skills they were learning responsibly. Students had constant access to devices and translators to solve the exercises proposed by the previous teachers. Furthermore, the teachers in charge of this subject tended to hire another person to lead the classes, considering they were not prepared to

assume the English teaching. It is necessary to mention that in the PEI (Institutional Educational Project), an institutional horizon, the school had in its goals a bilingual projection in 2021, which means that all teachers and students needed to stay attentive to improve and take advantage of any extra-aid to enhance their language skills. However, the performance in this subject has been an issue showing low scores. Perhaps, for this reason, the goal was to support teacher classes and set aside the students holding on using the proper methodologies and strategies that could have strengthened the vocabulary of fifth graders who were around ten years of age. Students' low language proficiency was evident according to the diagnosis test at the beginning of the year; they all had a basic level of English with insufficient vocabulary knowledge, bearing in mind that it is the last course of elementary school and they need to be prepared to face the challenges in middle school so they can continue acquiring the foreign language.

It is necessary to pay attention to motivating experiences that can adapt to learners' styles, expectations, and wishes using old and new vocabulary. In this research, despite using a traditional method such as TPR, the social, affective, and motivational components are essential to display. Furthermore, this study was an excellent basis for understanding the learning process that students had when they started to get familiar with another language different from their mother tongue (L1), "the first language is maintained as the reference system in the acquisition of the second language" (Richards & Rodgers, 2001, p.6).

Furthermore, with the implementation of TPR, students and the teacher needed to combine L1 with the target language, and the interaction with the teacher as a model increased the collaborative learning supporting knowledge acquisition. Additionally, this study allowed teachers to set and recognize the best moments or strategies that can be used in the English classes that enable teachers to trigger students' learning, aiming for better results while

improving vocabulary skills. Techniques were applied to different sets of fifth-grade students, and they served to assess the effectiveness and make adjustments.

One advantage was that the learners were interested in learning more vocabulary to understand and sometimes to extract valuable content from a speech. Teachers need to know deeply about this TPR method to identify the achievement and the outstanding characteristics that should be applied in some stages in the same or different classes. As Richards and Rodgers (2001) argued, “By focusing on meaning interpreted through movement, rather than on language forms studied in the abstract, the learner is said to be liberated from self-conscious and stressful situations and can devote full energy to learning” (p.75).

Another aspect of contextualizing the scope of this research is that according to the standards of English of the Ministerio de Educación Nacional (2006), students are expected to understand short, simple, and illustrated texts on every day, personal, and literary topics in the fifth grade. Students from this study showed that their vocabulary is limited to familiar topics and references and had little understanding of short descriptions of people, places, and known actions; thus, this research reveals the scope of the vocabulary of students in this grade in terms of key concepts to achieve these suggested standards.

Research Questions, Objectives, and Hypotheses

Research Questions

1. What strategies are suitable for fifth-graders to improve the vocabulary of descriptions, hobbies, and routines using a TPR method?
2. What is the impact of using the TPR method with fifth-graders in teaching a foreign language?

The Research Objectives

General. To evaluate the TPR method in English classes as a strengthening tool for lexical improvements learning of fifth-graders in a public school.

Specific. To determine the categories for analysis from the TPR principles.

To conduct a pedagogical proposal within the categories' framework for assessing the TPR method principles.

To describe the lexical improvements in English vocabulary when integrating TPR methods.

Research Hypothesis and Variables

Students might have better outcomes according to the dynamics of the chosen methodology and the activities proposed.

Applying the strategies of TPR might promote the improvement of language skills and vocabulary learning in primary school children.

Rationale

Rationale for the Research Problem

It was interesting to develop this research because the learners were learning more vocabulary to understand or extract the actual content from a speech; then, this point allows the researcher to clarify that it is needed to know the suitable methods or strategies and use them in class with many students, in a specific context to identify the success, or the outstanding characteristics that should be applied in some stages in the same class or in different courses, but in this case, focus on TPR method, for that reason, the goal was to maintain the interest and motivation to reach better and more effective outcomes in the communication of their messages and speeches.

It is clear that in the daily routines of schools, teachers are in a continuous query about every aspect of the teaching process, the learners' behavior, the language, the teacher, and the learning process. The idea was to find a suitable methodology or strategies to reach the best outcomes for the learners of fifth grade, considering that most of the time, learning another language is not straightforward. In this case, the teacher or the leader in charge started to help students from their current knowledge to their potential ability. Through strategies supported by the TPR method, the students had an initial motivation to overcome the challenges they found step by step because, at the beginning of any process, it isn't elementary to understand the whole dynamic. In this research, it was evident that the students needed to count on good support with this method to help them achieve better proficiencies, from the approach with new vocabulary that could have the basis to communicate their ideas properly.

To specify the lexical improvements in vocabulary, taking into account the difficulties evidenced, this methodology of TPR included movement and promoted a cheerful class; it elicited interest in the learners and involved the course in the same way since this methodology teaches each new word with action, concentrates on receptive language and teachers can use audio commands to reinforce learning because the use of TPR might help to improve vocabulary acquisition. Thus, “speech directed to young children consists primarily of commands, which children respond to physically before they begin to produce verbal responses” (Richards & Rodgers, 2001, p.73).

Hence, the real purpose of teachers was to discover how to be a better guide, or maybe a facilitator, to promote the confidence to express in a second language, and other times seek ways to ease the enhancement of student's skills to design and to lead activities with the TPR method that was interesting because, in this one, the teacher tries to elicit the best performance through

motivation and movements, then the learners were enthusiastic about the next step to participate; thus, it is evident that the teacher's voice, actions, and gestures may be an excellent base for classroom activities, and the interaction with students.

Rationale for the Methodologies to Address the Problem

The impact of using this TPR method could be evident when it was noticeable that the learners were pending of participating in class, without common fears, thus with the frequent application of this method of teaching, the goal was to try to support the teacher classes and to stay attentive to the students with methodologies, and strategies that strengthen the vocabulary in fifth graders to let them express with ease.

Part of classroom management included playing different roles and having different types of interactions with students. As teachers, the functions might be playing during a class; that includes being a facilitator looking after students, helping, monitoring, and giving feedback to improve student's learning, but first, like in the TPR, teachers are a model to the students. In other moments, a teacher is an evaluator or a diagnostician. Still, the teacher is also a guide or counselor in the learning process, and this role is valuable because students' commitment was an excellent pretext to carry out this research and to evidence the achievements.

Using videos, images, and activities under the TPR focus on getting the children's attention was very useful. So, this approach was successful because all students could focus on following the model and try to repeat it with the best attitude. In this case, the activities were learner-centered because the teacher was just a coach, encouraging students to do their best and try again to improve details and achieve better performance.

However, it is essential to get that these methodologies developed in class with a specific group not necessarily can be transferred to others because each learning context has its features

and demands. For that reason, it is advised to avoid generalizing issues. For instance, it cannot be assumed that vocabulary is increased with images or imitation because different contexts, ages, and expectations can change the success outcomes or failures evidenced.

It is essential to clarify that vocabulary teaching, according to Garcia et al. (2016), should use various strategies with TPR to encompass an exploration of visual and contextualized learning, which allows the student to relate, understand, and master new words by participating in a meaningful and engaging process, where the motivation will enable them to communicate using their knowledge.

Moreover, this research allowed teachers to set and recognize the benefits or advantages of using TPR that can be applied in English classes. Likewise, TPR enabled teachers to trigger each time better results in the teaching of a foreign language and try to collect the best ideas to implement with different groups and assess the effectiveness to make adjustments. In the same sense, it is the opportunity for students to find commitment from their teachers in planning and teaching the vocabulary and improving their skills. For teachers, it was the opportunity to accept improvements, look for a better method, and assess the student's progress, specifically in vocabulary acquisition, based on exercises to participate in and to reinforce but at the same time, to do the feedback between classmates and with the supervision of a teacher.

The idea was to take notes about the attitudes, describe the students' development, the activities carried out individually or in groups that promoted comprehension and communication, and go along with the teachers. Participants could take advantage of the method of setting the scopes that needed to be checked to improve and readjust the plans, the kind of activities that enhanced and boosted the learning in a foreign language.

Studying the most suitable method to carry out a class depends on the stage of the students, and this was the first step to achieving different types of progress with them. For that reason, from the researcher's point of view, TPR was the best teaching method according to different experiences because it included movement and it fostered an entertaining class; hence, it produced interest in the learners and involved the course in the same way because, according to the principles of this methodology, it teaches each new word or phrase along with an action, focusing on receptive language and teachers can use audio commands to reinforce learning; as Ellis (2003) argued, "it involved procedures such as imitation, repetition, and reinforcement...learners often contributed creatively to the process of learning" (p. 5).

The qualitative description was helpful since the interaction with the teacher was a model that increases collaborative learning and supports knowledge. Besides, this research allowed teachers to set and recognize the best moments or strategies for the English classes that let teachers foster better outcomes in improving vocabulary skills. Results showed that TPR could be used with different groups of fifth graders in the future, and the activities allowed the researcher to assess its effectiveness and make adjustments in the following research projects, so it was a chance to have it as a model for other studies.

Introduction to the Literature Review

This section sets the main concepts and studies that support this proposal since it is the opportunity to review the meaningful contributions of the TPR method to enhance vocabulary acquisition in different populations, besides the necessity to catch the attention and motivation of the students, but also highlighting the essential role of teachers in planning and leading a class to reach better outcomes for learners that are in the process to approach a foreign language.

This literature review was essential to support this part of the research, with the authors stating the importance of TPR principles included in this study. Furthermore, this review helped approach other research studies about the effectiveness and advantages of choosing this TPR method to enhance vocabulary and linguistic skills and the possible limitations to overcome.

For the researcher to answer the question about the most suitable strategy to develop vocabulary skills properly, it was essential to know the characteristics that excel in these dynamics with a specific population in elementary school. The theoretical framework gathered with the support of some authors and the main concepts to bear in mind to read the advances regarding the objectives set were accurate regarding the methodology features, the definition, and scopes for motivation in learning a foreign language. Likewise, the meaningful impact of the lesson, the mediation between peers and teacher with students, and even the evaluations evidenced the handy tool to continue boosting in elementary school.

State of the Art

Research on the TPR Method to Improve Vocabulary

Considering that the TPR method includes movement and promotes learning with amusement, it elicits interest in the learners. It involves the class, and this methodology presents

each new word or phrase along with the action, and teachers can use audio commands to reinforce learning. Some studies to value the impact of this methodology were addressed.

For example, Aponte and Loaiza (2016) developed the study on “Total Physical Response as a methodological device to strengthen the comprehensive listening of English in students of cycle II of the school Republic of Costa Rica in which they pointed out that the idea was to implement a method to enhance listening skills since they thought that listening is one of the most challenging skills to develop. For that reason, they decided to design classes with stages where the visual aids and repetition of actions promote learning; in the end, they realized that students were improving their verbal memory thanks to this methodology.

According to the research of Aponte and Loaiza (2016), it was possible to realize that there is good evidence that the TPR method can trigger a better environment to enhance vocabulary learning, and this is valuable for this study in fifth grade since it is a reference to use and to promote better outcomes in the next stage that is high school. This study found that images and movement could enhance vocabulary acquisition thanks to repetition exercises. For example, one valuable point to consider is that “images are effective tools for learning a language, for the acquisition of new vocabulary” (Aponte et al., 2016, p. 44). The previous statement represents a similarity with this research because there is a connection between visual aids, TPR, and better results in the acquisition of vocabulary for improved performance of students.

The study Effect of English Teaching Material Using Total Physical Response (TPR) Based Character Education in Elementary School by Rindilla and Melia (2021) showed that the TPR model was a benefit to the student's achievement in learning English vocabulary for

beginners because they use image illustrations to attract students' interest; thus, the students were more excited and enjoyed their classes. For instance, the authors found the following:

It is a model which can encourage students to learn a foreign language naturally because it stimulates language comprehension with motoric activities. In teaching a foreign language to young learners, it is important to construct a learning situation which has delight atmosphere and is as natural as possible to establish a situation where children learn a foreign language like learning their mother tongue. (p. 23).

The mentioned above is another study where the importance of triggering interest and the improvement of vocabulary is evident in fifth graders. The necessity to measure the progress through pre-test and post-test is similar to this research to value the advances according to the diagnostic, performances, and participation process in the different strategies of images, songs, games, and evaluations. This one was an excellent reference because it is very current and linked to this study, where a pre-test and post-test were used. It is possible to verify the impact of the TPR focus. It depends on the excellent material to lead these sessions and achieve the objectives.

Innovation is not accessible in the classroom. However, there are some spaces where the teacher tried to focus the class in other terms, more dynamic and with meaningful activities depending on the learning styles. For example, in some English sessions, songs and choreographies were based on introducing the vocabulary. It was not a typical or traditional way. Still, teachers try to do an innovative session when the choice is included in class, music, movements, and alternative exercises. Besides, the realia and the graphic organizers are also a way to conceive the education. Teachers are constantly challenged because they need to design meaningful experiences to promote and enhance their students' proficiencies.

Research on Resources for English Language Learning and English Vocabulary Teaching in Primary Schools

Martinez (2016), in the study *Resources for children classroom in English Language TPR Method and Drama Activities*, states that the focus should be on giving the teacher a proposal about the benefits of implementing this methodology in elementary school to improve the development and performance of the students, in this case, the institution started a positive path to check the standards and planned studies and activities since the TPR method was appealing to the children. This study considered that it is vital to write the new vocabulary presented in each session and review what was presented in previous sessions. The proposal was essential for teachers and the school to reflect on the need to adjust the plans and rethink how this strategy can be continuously implemented in their classes with the educational community.

Therefore, the impact of this study is that it offers a motivation to use lesson plans, consider the vocabulary to develop in the different sessions, and focus better on each activity to reach the proposed objective of encouraging fifth-grade students to achieve improved outcomes. Overall, this proposal was an excellent reflection on the need to use appropriate resources and proper stages with TPR.

Another research study is Liu and Chen's (2021) on *TPR in English Vocabulary Teaching in Primary Schools*, a case study in Hangzhou, *Theory, and Practice in Language Studies*. This research was excellent support to consider in this study since Liu and Chen (2021) found the following:

TPR is a teaching method which can mobilize the enthusiasm and the initiative of learners, it means, learners can acquire the perception and knowledge of the language through various body movements and activities and then imitate it further so that learners can use it

better. If TPR is used in primary school English vocabulary teaching, the English classroom atmosphere will be activated (p.1249).

Furthermore, it is essential to highlight that “students cannot only learn English vocabulary in a relaxed and pleasant environment, but also accumulate a large number of vocabularies while having fun, laying a concrete foundation for English learning, and ultimately cultivating students' English literacy” (Liu & Chen, 2021, p.1249). As mentioned in the previous quotation, TPR is an excellent method for achieving better results in the target language. It was a reasonable basis for this research because it enhances the vocabulary and increases the motivation to learn another language in young learners.

Wang (2004) believes the TPR method can make students learn English with pleasure in actual experience. Following this dynamic, it is necessary to mention that Liu and Chen (2021) state that “the outstanding feature of TPR is that it allows students to learn in a relaxed and pleasant environment, which makes students develop greater interest in language learning, and it is easier to accept the target language” (p.1250). Moreover, learning vocabulary can also help pupils to build up their confidence in learning English. In English vocabulary teaching, students felt that the classroom atmosphere is not tense, conducive to better vocabulary learning. Liu and Chen (2021) also stated that “it could be concluded that the TPR teaching method is in line with children's psychology and thus effective in primary school English vocabulary learning” (p.1254). TPR English class has a non-pressure environment, so students will be more confident in vocabulary learning (ibid). The study evaluated that the effect of using TPR is suitable to reach the goals, which was another motivation to continue implementing this project, considering the importance of counting with the best basis for the process of teaching and learning.

Research on Vocabulary Enhancement

Katamba and Sianipar (2020), in their work *Vocabulary Enhancement in Grade V: A Comparative Study Using Total Physical Response Storytelling and Jigsaw*, show the benefits and advantages of using TPR in students' vocabulary enhancement. This study was implemented in elementary school, showing that vocabulary mastery is comprehensive learning that embraces recognition, comprehension, the production of words, and their meaning. Therefore, this reference is a good tool due to the impact and effectiveness of improving vocabulary precisely in fifth graders.

Likewise, the TPR method was joyfully accepted by this research population, the children in La Presentación school, being that they needed to recover the enthusiasm for learning that was lost due to the COVID-19 pandemic, which only limited the students to looking up words in a translator and to save the efforts to build the factual basis to reach better communication. Besides, the Katamba and Sianipar work is more focused on the TPRs, the Total Physical Response-Storytelling Method, and Teaching Proficiency through Reading and Storytelling, which has good features to support the leadership in classes because it is complemented by the idea that “the teacher tells a story through visual images and repeats the story by adding new words to the story each time” (Bulan et al., 2021, p.3).

Another helpful study was from Khorasgani and Khanehgir (2017), *Teaching New Vocabulary to Young Learners: Using Two Methods Total Physical Response and Keyword Method*. In this study, Linse (2005), cited by the authors, stated that young learners' vocabulary development is an essential aspect of their language progress, and despite being a mnemonic process, it is necessary to trigger the best outcomes on a reasonable basis from elementary school. This study is supported by Dale (1969), who states that Audiovisual Methods in teaching

claim that students learn most efficiently when all of their senses are engaged in the learning process, while the natural approach points out that it is effective for children to learn naturally, in an appealing environment, and encourages a better development from language comprehension to language production. Additionally, the precepts of this method are suitable to value the importance of working with it in elementary school.

To Khorasgani and Khanehgir (2017), “using TPR to teach FL vocabulary seems to be an age-appropriate and efficient method for elementary school FL classrooms” (p. 151). The authors consider in their research that learning should not only be interactive, but it needs to be complemented with movements, questions, and visual aids to elicit in a better way the performances of students participating in the research. Since, as was mentioned in this study, this could not be only a space to entertain; it needs to be demanding and to evidence fundamental changes in vocabulary acquisition to reach the necessary foundations and continue increasing other levels of communication in the learners. Those mentioned above supported the thoughtfulness of this research about the impact of using TPR on fifth graders' vocabulary enhancement.

This literature review is a chance to continue researching the effectiveness of TPR in vocabulary acquisition. Although it is a comparison study to measure a significant number of words, this is also a chance to say that on this occasion, the keyword method was better to reach a broader range of effects to achieve the goals set in children's vocabulary. It does not mean that the TPR response is not helpful; instead, is the chance for this study to compare the results according to the grade, context, and the new activities with the lesson plans and field diaries to measure the impact reached.

Another valuable research to support this study is the Effects of the TPRS (Storytelling) Method on the Students' English Vocabulary Acquisition. This study investigates the impact of teaching language through reading and storytelling (TPRS) in acquiring English vocabulary in second-level students at the Catholic University of Cuenca, extension Cañar, and the perceptions students have when taught through this method. Teaching language through reading and storytelling is a method that uses different resources to provide comprehensible input information in imaginary or real situations derived from students' social context and their cognitive and affective needs (Pinos, 2018). The data was obtained through the Cambridge vocabulary test in the pre and post-test phases to establish the difference between the groups. Additionally, the survey results showed that the students perceived that the strategies derived from the method greatly supported acquiring vocabulary in English.

In this research, it can be seen that vocabulary is essential to have in mind when students are approaching a foreign language. However, in this one, using stories was a priority to enhance the speech. This study of Pino's is an excellent basis to stand out the valuable results in a quantitative mode to measure the progress in the vocabulary with a pretest and post-test according to the method chosen, TPR. From the beginning, there was evidence of a lack of vocabulary in the initial test and the acquisition of new words with the implementation of the research and the application of the same test to value the scope and progress.

This literature review has some aspects not included in the study, like population. Still, it is meaningful in research to take it into account, and with the use of tests before and after conducting the study, where the organization of their advances was collected through not just a quantitative result. Instead, it was helpful to discover the opinion based on their survey

experiences. It can be concluded that the effects of the TPR method have a significant impact on vocabulary acquisition.

It is crucial to mention Xie's (2021) study on *The Effectiveness of Total Physical Response (TPR) in Teaching English to Young Learners*. This study has a strong argument for applying this method: Using TPR in language teaching can effectively assist children in working both parts of the brain (Asher, 1977). According to Xie (2021), this method tends to be an excellent way to build up children's physical and mental development. Moreover, this research emphasizes that TPR instruction is via the student's verbal and non-verbal responses, such as physical movement, through which young learners can decode the language (Xie, 2021).

This study reported that children initially do not say words; they imitate the teacher's actions. In this period, as was mentioned by Xie (2021), "students are internalizing the language that the teacher said just now, which Asher calls this period silent period; after a silent period, they begin to produce the language" (p. 295). Likewise, the study explores how teachers use TPR and identifies some of its challenges in practice. The findings of the observations indicate that the TPR technique is a good way based on games, role-play, storytelling, and pairs work with physical actions. It also finds some potential factors that contribute to TPR's challenges in practice, such as traditional methods, training constraints, students' low English proficiency, the lack of an authentic environment, and exam-oriented assessment.

In Xie's study, it is evident the hard work of teachers to lead a class through TPR. This teaching experience is an excellent tool to compare because, in this research project, the goal is to teach these types of classes; therefore, preparation is needed, and it is an excellent opportunity to benefit from using games in pairs, actions, and movements. Finally, these practices helped the researcher reflect on her teaching approaches and support other teachers in the school.

This research contributes to the previous ones to the extent that it focuses on giving value to the use of TPR as a vocabulary enhancer concentrating on groups of words that, thanks to the combination of practicing in-class sessions, the role of the teacher leading this strategy and the motivation promoted in a group of primary school students.

An important aspect that would be important to review in future complementary research is the role of the teacher when designing and directing the activities under the TPR methodology to make a comparative study of the relationship between the strategies and didactics designed by teachers and the types of progress evidenced.

Theoretical Framework

Total Physical Response

This method states that speech directed to young children consists primarily of commands, which children respond to physically before they begin to produce verbal responses (Richards & Rodgers, 2001), and listening should be accompanied by physical movement. Speech and other productive skills should come later, and imperative drills are typically used to elicit physical actions and activity on the part of the learners. Additional class activities include role plays and slide presentations. Role plays center on everyday situations; the teacher's voice, actions, and gestures may be a sufficient basis for classroom activities.

Moreover, at the elementary school level, in this case, fifth grade, it is worth using the TPR method because it tends to be a good choice according to many experiences since it includes movement and promotes a cheerful class. Hence, it triggers interest in the learners and involves the course similarly. This methodology teaches each new word or phrase along with an action, concentrates on receptive language, and teachers can use audio commands to reinforce learning.

In addition, Brown (1994) points out that James Asher was the person who formulated the method of total physical response. Asher affirmed that when children are learning their first language, they develop their listening skills much earlier than they start their speaking skills. A physical response follows this listening skill.

In this case, Ellis (2003) also supports this theory because, in the first stages, the process of learning is an issue that combines the senses, body, and the cognitive word together, “it involved procedures such as imitation, repetition, and reinforcement, learners often contributed creatively to the process of learning” (p.5).

Motivation

When it comes to a foreign language, it is essential to emphasize an opening of possibilities to different cultures, broaden horizons, and participate in processes of social transformation, then only focusing on the cognitive part ends up in failure and demotivation.

Moreover, Mendez (2011) addresses that the “ability to attract students’ attention states the purpose of an activity and suggests strategies that can be used for successful completion of the tasks can influence students’ motivation by incrementing their interest and the effort made in those activities” (p. 53). In this case, promoting improvements in students’ vocabulary is the chance to motivate them through TPR; therefore, most researchers and educators would agree with Xiaoyan (2009), “...it is very important, if not the most important factor in language learning, without which even 'gifted' individuals cannot accomplish long-term goals, whatever the curricula and whoever the teacher” (p.162).

For instance, according to the needs of students of Colegio La Presentación in San Gil, to introduce other methods, TPR might be used to improve their skills as Richards and Rodgers (2001) suggested, it will help children to increase their verbal response. The authors also added

that “by focusing on meaning interpreted through movement, rather than on language forms studied in the abstract, the learner is said to be liberated from self-conscious and stressful situations and is able to devote full energy to learning” (p. 75).

Then, when students are motivated due to the strategies used by their teacher with their classmates, it is possible that the low scores and the low level of vocabulary that have been brought after the COVID-19 pandemic, which was evidenced in the diagnosis (Appendix I), have a chance to improve and to overcome the other obstacles and constraints as the lack of teachers to lead the subject of English, the high number of students per classroom that did not allow a good interaction and follow-up.

Mediation and Teamwork

Participation with others is a crucial action for achieving better outcomes. Having the chance to make mistakes, express ideas, and share knowledge will allow students to gain self-confidence to learn a foreign language's rules, grammar, and vocabulary. In this case, it is to enhance the skills of the students for increasing their self-confidence to express their messages in a second language “with a team that has similar levels and proficiencies, and can complement or build the speeches among a group-for study and analysis, and learners may work in groups to produce their materials, such as scripts for dialogues and mini-dramas” (Richards & Rodgers, 2001, p. 96). Richards and Rodgers (2001) also argued that with the direction of the instructor or teacher, “the instructor’s role is to respond calmly and nonjudgmentally, in a supportive manner, and help the client try to understand his or her problems better by applying order and analysis to them” (p. 96).

One idea of mediation is promoting teamwork, thinking as a group, not just as an island. It could be filling in blanks in pairs to speak about the possible options or to decide in groups

about the best words and look for the meaning according to the context. This statement about teamwork will be handy for some students with better levels in any skills and for the reinforcement and support of those who cannot complete some activities by themselves and need help to increase their self-esteem and self-confidence. Thus, it is essential to pay attention, as Tebar (2011) suggested, “to the processes, to the motivating experiences, which are achieved with success caused by the adaptation to the style, rhythm, and possibilities of the learner, according to their previous knowledge and learning strategies.” Tebar (2011) addresses that “this process cannot escape the construction of the person, be it socially, affectively – motivationally” (p. 24).

Learner and Teacher Interaction

In any stage of our learning, especially in elementary school, it is common to support individuals' knowledge or advances in acquiring another language with teachers since they are the models. The students are increasing their proficiency in a foreign language with the help of the teacher and their other classroom peers, so “interaction between learners and instructors is initially dependent. The learner tells the instructor what they wish to say in the target language, and the instructor tells the learner how to say it” (Richards & Rodgers, 2001, p. 91). These authors support this statement: “Learning is not viewed as an individual accomplishment but as something that is achieved collaboratively” (p. 94). For students, it is necessary to be accompanied in their process. For this reason, starting with their participation through the TPR method and then supporting the tasks of the worksheet step by step is essential for them to express their learning or doubts, and even through active listening and solving different exercises, they can better appropriate the content and increase the vocabulary to improve their acquisition of a foreign language.

Consequently, before choosing an accurate methodology for our classes, it is vital to consider the steps for acquiring a second language. Ellis (2003) exposed that the four aspects of learners acquiring a foreign language are focused on (1) errors, (2) acquisition orders and developmental sequences, (3) variability, and, more recently, (4) pragmatic features relating to the way language is used in context for communicative purposes.

Vocabulary

Some online dictionaries, such as Merriam-Webster (2015), define vocabulary as words that build a language, all of the terms known and used by a person: words related to a particular subject. Similarly, Cambridge (2016) describes it as words known or used by a person or used in a language or school subject. Finally, Macmillan (2009-2016) also presents it as the words that a person knows; Linse and Nunan (2005) stress that “Vocabulary is the collection of words that an individual knows” (p. 121)

It is necessary to understand that “if learners are not exposed to systematic vocabulary knowledge learning opportunities, their vocabulary or lexical size does not expand” (Caro, 2017, p, 207). Thus, the idea is that students can access more words because the “breadth of lexical knowledge is mostly associated with the number of words (size) a person knows” (Caro, 2017, p. 209). In this way, comprehension of the foreign language will be better.

Regarding speaking skills, it is crucial to consider that “memorization of the words in our list of clothes will be much easier if we find pictures of people dressed in various clothes” (Markosyan, 2020, p. 1). According to Markosyan’s suggestions, “There are several golden rules on how to study words and how to memorize words effectively: combine words in topical groups: people, home, work, traveling, honey, food, etc.” Therefore, combining topical words with phrases is a good idea.

Markosyan (2020) stated, “Vocabulary is one of the aspects of the language to be taught at school” (p. 9). According to this author, the teacher should remember that a word is considered learned when it is spontaneously recognized while auditing and reading and correctly used in speech, the right word in the right place. Besides, he emphasizes that accordingly, the teacher’s role in this process is to furnish the explanation, that is, to present the word, to get his pupils to identify the concept correctly, and to get them to recall or recognize the word employing different exercises.

Cowie (1988) argues that the existence of lexical units in a language such as English serves the needs of both native English speakers and English language learners, who are as predisposed to store and reuse them as they are to generate them from scratch. Moreover, some techniques are associated with TPR, and the first group involves using visual aids to convey the meaning of unfamiliar words. Besides, the teacher may use movements and gestures, and the teacher can manipulate objects.

In the same sense, Lewis (1993) sees lexis as the key to ‘communicative power’ and the fundamental reason he places grammar in a subsidiary role. In this line, the author points out that the lexical approach concentrates on developing learners’ proficiency with lexis, or words and word combinations. “It is based on the idea that an essential part of language acquisition is the ability to comprehend and produce lexical phrases as unanalyzed wholes, or “chunks,” and that these chunks become the raw data by which learners perceive patterns of language traditionally thought of as grammar” (Lewis, 1993, p. 95), therefore, to know a language means to master its structure and words. Thus, vocabulary should be one of the aspects of the language to be taught at school.

Conceptual Framework

To carry out this research, it was necessary to consider the precepts of motivation and its impact on learning a foreign language. Furthermore, the features that are highlighted in the TPR method to enhance the vocabulary and the linguistic skills necessary in the approach to a better performance in this L2 are addressed, besides the influence of mediation of teaching and the interaction among teacher, peers, and students as developed in the theoretical framework.

Rationale of the Research Study on the Literature

The challenge and scope of these researched studies are to motivate researchers to value the role of the student and encourage the teacher to prepare meaningful classes so that their learners can gain self-confidence and their performance levels are increasingly satisfactory.

According to previous studies, it is possible to have a foundation of principles of the TPR method chosen to implement, compare and contrast the dynamics held, discovering the role of the teacher who was attentive in promoting and engaging the interests of the student to encourage better learning of second language skills. Therefore, this literature review needs to select the best priorities according to the context, level, and interest of students to achieve appropriate resources for them and to take advantage of new ways to communicate with technology to expand the possibilities of learning through the TPR method; thus, all skills need many exposures to reality, practice, and interaction, and materials must elicit comprehension and production.

However, it is vital to remember that any study has some obstacles. One limitation of this research can be the delay in observing the best results because, over time, the appropriation of the vocabulary and the ability to communicate it to others is seen, so the important thing was to assess and collect the results step by step. Additionally, another possible limitation was the

attitude of some students who did not feel comfortable with the strategies used by the TPR method and felt self-conscious or bored to participate, which would have led to results that were not as satisfactory as expected; however, a way to counteract this difficulty was to try to hook them from the first moment with the warming up, always motivate them with the speech, with the constant accompaniment and feedback.

It is expected to systematize every strategy, progress, and weakness observed. Another aspect that could have affected the research 's development is the number of extra activities that are sometimes carried out in a school context because it did not allow a complete evaluation of the progress. Likewise, it is expected to carry out classes to find points of improvement and key points to highlight in acquiring a base vocabulary that will lead to improved outcomes. These possible findings might become the seeds left in the elementary school's fifth grade. Moreover, many of the cited authors support the conclusions of this research which can be contrasted with the advantages and limitations they found in their projects. Therefore, valuing each step and basis granted by other studies and authors is essential.

Introduction to the Research Design

This chapter shows that the methodology used in this research was a mixed approach, which has an advantage when data is quantified since it can be compared and contrasted with other studies and can be used to measure possible changes (Sajjad, 2016). Qualitative research is added since Sajjad (2016) states that assessing changes in people's perceptions of their well-being is essential.

Information was gathered through instruments designed for qualitative research because participants' judgments, feelings of comfort, emotions, ideas, beliefs, etc., can only be described in words.

Furthermore, this research used quantitative data and the techniques of statistics as well-being helpful to make comparisons between the first outcomes and to measure the impact of the proposal on the performances and scores of students at the end of terms. Moreover, the action research was appropriate because this design refers to various evaluative, investigative, and analytical research methods designed to diagnose problems or weaknesses (whether organizational, academic, or instructional) and help develop practical solutions to address them quickly and efficiently.

Doing research is a process for improving educational practice. Its methods involve action, evaluation, and reflection. It is a process to gather evidence to highlight successes or implement practice changes.

Methodological Design

Research Method

This study is based on the principles of action research, and it approaches the English learning process in a public school, specifically in fifth grade. According to Cohen et al. (2000),

action research is a small-scale intervention in the functioning of the natural world and a close examination of the effects of such an intervention. Burns (2010) talks about self-reflection, a systematic approach of a critical chance to identify our context regarding teaching and learning. In this case, it is the chance to tackle sessions to boost vocabulary knowledge and implement the TPR method as an ally. Additionally, Grant and Osanloo (2015) indicate that “action research involves keeping a personal journal in which we record our progress, and our reflections about two parallel sets of learning: our learnings about the practices we are studying ... and our learnings about the process (the practice) of studying them” (p. 300).

Research Approach

Qualitative and participant observation were used in this study. Marshall and Rossman (1989) define observation as "the systematic description of events, behaviors, and artifacts in the social setting chosen for study" (p. 79). Observations enable the researcher to describe situations using the five senses, providing a “written photograph” of the problem under study. Observation methods are helpful for researchers in a variety of ways. They provide researchers with ways to evaluate the nonverbal expression of feelings, determine who interacts with whom, grasp how participants communicate with each other, and check how much time is spent on various activities (Schmuck, 1997). Participant observation allows researchers to narrow definitions of terms that participants use in interviews, observe events that informants may be unable or unwilling to share when doing so would be impolitic, impolite, or insensitive, and observe situations informants have described in interviews, thereby making them aware of distortions or inaccuracies in the description provided by those informants (Marshall & Rossman, 1995, p. 8).

Moreover, according to Sajjad (2016), qualitative data collection methods are essential in impact evaluation. They provide helpful information to understand the processes behind

observed results and assess changes in people's perceptions of their well-being. From the different field diaries held during the implementation of the activities led by TPR, common aspects were sought between the resources used, the progress of the students, and their results to carry out an analysis that allowed measuring the impact of the set objectives.

Action research allows us to value all the practices, the successes in a pre-test as diagnosis, and failures in the process, the weaknesses and strengths, as well as the chance to implement and to rescue a TPR method that, despite being a traditional step to approach the learning of a foreign language, it is a good motivation platform for this kind of students that are in fifth grade. It gives a new level of appealing teaching to continue learning and communicate better each time. Furthermore, the use of field diaries and recordings showed the effectiveness in the participation and evolution of the students from the beginning of the diagnosis until the performances in each one of the activities.

Due to the lack of vocabulary of students after the COVID-19 pandemic, this research ended up being an excellent option to involve the class in better practices to boost the English sessions, even despite not having a method that is quite innovative, it is an excellent alternative to hook the learning of children that are close to starting high school where they need to put in practice the acquisition of vocabulary to communicate the ideas in this target language in a better way.

Context of the Research

Population and Sampling Procedures

The research population was carried out with thirty-four students in fifth grade in a public elementary school in San Gil, Santander (Colombia), who were observed and assessed to conduct this study to value their performance and advances. These children take classes at

Colegio Técnico Nuestra señora de la Presentación, a recognized public school in San Gil; it is one of the biggest in the town, with around 2500 students enrolled.

Colegio Técnico Nuestra señora de la Presentación aims to develop an improvement plan to establish a process-based approach seeking continuous improvement. The San Gil's acknowledgment as "Santander's Tourist Capital" in July 2004 turned it into a development pole, adventure tourist epicenter, and agricultural pantry in the south of the department, appreciating the constant growth of its population, the regional market, and its financial, industrial, and academic activities. The above situation has opened the possibilities for the arrival of tourists from all over the world, especially those who speak English. It has motivated some schools to specialize in tourism and to intensify the teaching of a foreign language. Moreover, the project on bilingualism in PEI encourages all members of this institution. In the PEI institutional horizon, the school has, in its goals, a bilingual projection by 2021 which means that all teachers and students must stay attentive to improve and take advantage of any extra aid to enhance their skills.

The sampling technique is belong it is Non-Probability Sampling Methods, according to (Cuesta, 2009), non-probabilistic sampling is a sampling technique where samples are collected in a process that does not provide all individuals in the population with equal opportunities to be selected, and I chose it according to my criteria and personal convenience, because some fifth-grade students could be part of the study due to the access to the planned lessons and the effectiveness of measuring the advances in the quantitative and qualitative aspects of this one. Furthermore, convenience sampling was handy because this group was the same grade assigned to the researcher during the year of this research's implementation, and the process was carried out with them. This group was the best option to have as a sample and to value the impact and

improvements in their approach, including the initial diagnosis, breakthroughs, and difficulties presented along the strategies used. Cohen et al. (2006) argued that considering that “convenience sampling – or, as it is sometimes called, accidental or opportunity sampling – involves choosing the nearest individuals to serve as respondents” (p.114).

Researcher's Impact

This study let the researcher continue to research the methodology implemented to apply it in lessons and daily practices, since for teachers, it is not only to be the best in pronunciation or fluency and to explore a unique method, it is being open to diversity, mixing one feature to another and so on. Teachers should develop speaking skills demands by guaranteeing many moments to talk, practice, make mistakes, try again, and use every method to offer some aids to improve the acquisition and expression in a foreign language. Then, with each data collection, the researcher could realize the breakthroughs and difficulties in adjusting according to the observed needs.

It is necessary to try to be alert to all signs that deserve to take a look, stop, rethink, and adjust because the objective is to “identify problems in the educational context, possibilities for transformation, and constantly renew their work” (Orrego, 2014, p.17). In this research, each detail about the attitudes, the chance of participation, and the scopes in the vocabulary of fifth graders could mark a breakthrough to highlight. In the same way, it was possible to find some difficulties or threats necessary to introduce new strategies or to analyze the development with causes and consequences in the communicative process that students need to boost to reach better proficiencies in high school.

Ethical Protocol

First, the characterization of the sample points out that the socioeconomic stratum of the students was between 1, 2, and 3; the majority live in the urban area with their families. Parents work in informal economic activities: a culture of searching for temporary jobs; some enjoy formal jobs in different sectors. Students from the rural sector were from strata 1 and 2, characterized because their parents are mainly dedicated to agricultural activities. About 20% of the urban and rural sectors correspond to stratum 1, and 81% to stratum 2 and 3.

The fifth-grade group comprised thirty-four children, girls and boys, with an average age of 10. They were very enthusiastic and needed to be frequently reminded about the class rules. The classroom was not proper to participate well, hence the relevance of captivating their attention through strategies that strengthen the basic vocabulary to achieve an excellent basis to face high school.

The classes were approached with fifth grade to value the advances and improvements from the beginning until the evaluations, participation, and performances in the different sessions. Item Selection: The vocabulary assessed was focused on the units of the book used in the school.

The study was conducted in four stages: initial assessment (diagnostic), intervention (applying lesson plans), term assessment, and class performance. All activities were carried out with two groups of concepts or words: body and description vocabulary and my life routines and hobbies.

A risk of this research project was that in the recordings and the pictures taken showing the face of the children, some parents may not have agreed with the presentation of this material. However, it is essential to clarify that each of these resources was only used for academic

purposes, and it is critical to try to cover the faces, if necessary, to maintain and save the identity and protect the security of the children participating in this study. Parents could have the right to oppose, but they could sign an informed consent if they agreed. It was important to maintain the information collected so far in the project to validate the data collection, being that “the nature of consent implies voluntary agreement to participate in a study about which the potential subject has enough information and understands enough to make an informed decision” (Mackey & Gass, 2005, p. 27).

The perfect moment to sign the consent form is when the collecting of information begins or through the application of the study since the school principal must authorize it, and the parents must know the process carried out with their children, showing with this document the project's validity and reliability.

Another ethical consideration is the participant's approval to use the collected information on the grounds of confidentiality or anonymity, where parental permission was necessary, and the informed consent forms to corroborate data and interpret the information. This procedure shows honesty, principles, and transparency as benefits of the research.

Emoticons covered the pictures and video recordings to avoid revealing their real identity and encountering conflicts with the parents (if necessary). In the end, it was expected to present a general balance of the impact of the intervention with the TPR method on the school's fifth graders, explain the purpose, effects, and expectations, and clear up how the research study benefited the study population.

The principles and ethical requirements that guided this research were the ability to wonder, look for, make step-by-step new adjustments, and recognize the issues that were failing and needed a change. Then, the teacher had a reflective attitude, attentive, and made a curious

analysis of the socio-cultural scenario since “research in education becomes, then, in a reflection from and on the pedagogy that tries to recover its historicity” (Herrera, 2010, p.8).

One fundamental principle is that students and parents were informed about the research and anonymity and respected the consent letter form with a specific format. (Appendix A)

Data Collection Techniques

Description and Rationale of the Instruments

In this research, the instruments for data collection were the field diaries, class recordings, diagnostic evaluations, and lesson plans. In the following paragraph, it will be explained how they were used.

Data Collection Methods

Synthesis of the Observation with the Instrument of Field Diaries

Qualitative data were collected in five field diaries used during the different interventions, in which the idea was to record notes after the lessons were carried out with the fifth graders. The notes described the other moments of the classes with the TPR method to describe didactic strategies, conclusions, identification of skills and qualities, analysis of the processes, and self-evaluation.

The field diaries have varied texts describing relevant aspects such as context, stages in the class, methodology or strategies used, interpretation, argumentation, conclusions, and self-evaluation to register the development of the sessions under the TPR method.

This kind of method is an excellent strategy to consider in this project because, as Martinez states, “in social or any other type of research, observation and fundamentally the written records of what is observed, constitute the basic technique and instrument to produce quality descriptions” (2007, p.74).

This instrument gathered the two-unit groups: body and descriptions, my life routines, and hobbies which is based on this research project to identify the scopes, work in the difficulties found, and find the patterns of categories to be analyzed in the results.

Memo Motion Study with the Instruments of Class Recordings and Pictures.

The objective of having class pictures and video recordings with the group of children in fifth grade was used as evidence and an instrument in the investigation, where the students' feelings, emotions, participation, and process can be reflected. This way of collecting visual evidence was developed in 1946 by Marvin E. Mundel at Purdue University, who was the first to save film material while planning studies (Sajjad, 2016). Some chunks of recordings were taken during the development of the classes to have evidence of the level. Pieces of evidence were collected in their speech, pronunciation, the building of sentences, the association of images, and an approach and the implementation of the TPR method to improve vocabulary.

This instrument is helpful because “direct observation is not always the best choice for analyzing primary care encounters, as it is difficult for researchers to capture all details in a live setting, particularly when components coincide. Video recording may eliminate some of the challenges in direct observation research (Asan & Montague, 2014). These recordings are the chance to see the progress, the signs or indicators, or the difficulties in the group of learners.

Sources of Primary Data Evaluations with the Instruments of the Questionnaire Evaluations-Pre-tests, Post-tests, Diagnostic Tests, and Term Evaluations

The diagnostic and work terms evaluations measured the scores and the advances to create SWOT, a matrix to evidence the strengths, weaknesses, opportunities, or threats, and to highlight the breakthroughs and the chance for improvement. Therefore, it is evident that it consists of tackling one dimension, and language curriculum development must be adapted to the

changes to adjust and improve teaching-learning practices. In addition, Guzman (2012) addresses that "it must lead to the creation of appropriate experiences that have measurable cumulative effects so that they can be kept in the system under constant review to operate in it for future rearrangements" (p.49).

Teaching foreign languages has gone through different stages that can be characterized by any of the following trends: Dissociation between theory and practice, Priority to practice over theory, and Simplification of almost everything related to learning L2 to the linguistic component (grammatical). As Agray (2007) argues, the "belief that there is a quick, easy and effective method to learn a foreign language" (p.120), hence is the chance to value the tangible and remarkable advances or difficulties. One advantage is, as Sajjad (2016) states, "when data has been quantified, it can be used to compare and contrast other research and may be used to measure change" (p.11).

Validation Procedures

From an educational point of view, this research is a valuable tool in the training of teachers, "either to develop investigative, critical, reflective, and analytical skills as well as to complement the professional training and seek the production of knowledge in this area of teaching and learning of a foreign language" (Orrego, 2014, p.7). Then one similarity between education and research is focusing on achieving development and progress and avoiding stagnation; however, it is important to try to avoid confusion because in education the human being is the center, the main reason, and the subject in the research process. Orrego indicates, "The purpose is to obtain knowledge that leads to the theoretical production or development programs to generate transformation in the field of the addressed research" (2014, p. 9).

Therefore, both words, such as education and research, are intrinsically dependent.

Consequently, the horizons cross in the path of study.

In this case, this research is pointing out to improve performance through the evaluation of a method's impact on enhancing students' skills. Then, when the researcher is aware of the background, the development, the scopes, and the adjustments, all pedagogical practices started to make sense without falling into simple activism.

The responsibility of the research is not only transferred to the field of individual student attention, "but his actions also involve a commitment to the educational community" (Orrego, 2014, p.13). Thus, the teachers must not be passive actors in education but also innovative actors, not just giving a class and trying to share knowledge; they are the real knowers about the complexity and, in their hands, try to introduce improvements according to the problems and situations that are detected in the same exercise of teaching. The teacher is like a superhero who needs to seek the best strategies and solutions to reach a real benefit for their school communities, and the commitment is high. For that reason, a rubric and a validation of a peer were valuable in introducing the instruments to collect data (Appendix B).

Regarding the pedagogical environment, the problem that motivated the researcher to seek improvements and try to introduce some changes was that students needed to reach better outcomes in foreign language teaching because the learners are interested in learning more vocabulary to understand or extract the actual content from a speech. Thus, teachers must be prepared to know many methods, use them in class with many students in a different context, and identify success. These outstanding characteristics should be applied in some stages in the same class or in other classes.

Pedagogical Intervention and Application

Instructional Design

This proposal was carried out through the following stages. First, a diagnosis of the vocabulary that the student had at the beginning of the project. Second, an implementation of the proposal with the TPR method which includes designing activities to introduce the activities under the methodology chosen and an implementation of the classes with the different resources and human talent to carry out the research.

Table 1

Work plan for the intervention

First month	Second month	Third month	Fourth month	Fifth month	Sixth month
Diagnosis	Designing activities and sessions	Implementation of the classes under the TPR method	Implementation of the classes under the TPR method	Consolidation of data collection and data analysis	Findings, observations and suggestions

Note. Monthly working tasks for the research stages.

Development of Application

This study comprised the analysis of qualitative data. For the development of the application, the researcher was involved in activities with visual aids such as images or videos, or games since it was an excellent strategy to appeal to the attention of the students, and the teacher could display an amount of creativity in leading some activities and assess the outcomes in increasing vocabulary. Moreover, the quantitative part generates a complement about the proposal's impact. Furthermore, these patterns in classes are part of the ways to implement TPR. The planned activities were designed for warming up or in the middle of the course with visual aids like games and songs, where students were attentive to participate and develop their skills.

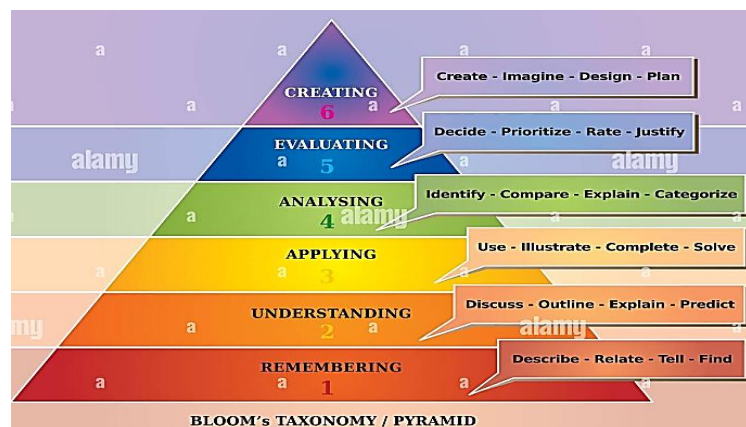
Likewise, learners could join the English Festival to give a show with different roles, where the action and vocabulary took shape to prove their learning progress.

The perfect complement was the movement to make the topics more understandable with vocabulary about body parts, descriptions, and routines. All evidence and activities are in the recordings (Appendix C). Students showed good participation; the evaluations also evidenced better performances, as is shown in the subsequent data analysis.

Figure 1 shows a scale of Bloom's taxonomy to consider at analyzing data, taking into account the learning steps: remembering, analyzing, and applying. That is contextualized, and it is a helpful reference when integrating TPR methods to learn vocabulary because it shows the typical patterns in learning the first words in our mother or target language.

Figure 1

Bloom's taxonomy as a reference to value the way of approaching vocabulary



Note. Image from metodologias-activas-en-el-aula-o-lainterseccion-de-la-taxonomia-de-bloom-y-la-piramide-de-aprendizaje/549203615099/

Bloom's taxonomy supports the phases in this development. Firstly, the student remembers, thanks to practicing songs that contain determined words, and with frequent repetition and imitation to continue to understand and associate its meaning, predict the word with visual aids such as images in flashcards or the realia. Finally, students can apply this knowledge to communicate ideas simply by referring to the right words and extracting the

context messages, such as paragraphs, charts, or a speech. Students of fifth grade from this research went through the three first steps (See Appendix G of field diaries).

The ally instruments used were, first, a test at the beginning of the implementation of the research, which was composed of eight questions with multiple choice questions of appearance, numbers, and routines to value the pre-knowledge and the first overview and identification of their level according to Bloom's taxonomy, about vocabulary in topics assigned so far, in this group of students. Second, to motivate and encourage students to learn more language, some activities were implemented, including songs, association word images, repetition of movements, and assessment of topics seen by terms according to the principles of TPR. Third, at the end of the intervention, children solved a post-test to find the differences in the enhancement of vocabulary evidenced in their correct answers, giving an overview of simple cognitive functions such as remembering, understanding, or applying skills for specific contexts. Besides, they could participate in the English Festival as a pretext to articulate and evidence their learnings.

Introduction to Data Analysis and Findings

This section will detail the procedures given to the instruments used to collect and analyze the information, such as transcriptions, field diaries, and charts. This section also describes the analysis methodology to assess students' progress and their results to carry out an analysis that allows an understanding of their performance compared with the objectives set in the effectiveness of the TPR method in learning and improving vocabulary. Therefore, the organization by categories allowed the researcher to focus on the principles of TPR and its scopes in the present study.

Data Management Procedures

Recording of Classes and Transcription to Find Common Patterns

Considering the connections and the importance of developing a language curriculum, institutions must always have an organization to prepare classes, follow the regulations, and try to give an order, parameters, and procedures to draw a way forward, avoiding improvising. Thus, teachers, parents, and the community should understand that the curriculum includes “when you learn, what knowledge is acquired, what activities are possible, what processes are triggered and what value they have, the pace and sequence of the progression of teaching and learning” (Gimeno, 2010, p.26). The curriculum goes beyond according to the changes and demands of the contexts in which teachers and students are. Therefore, this research approaches all these elements involved in the preparation, action, and evaluation of a process in the classroom.

For data analysis, it was crucial to consider the Grounded theory (Strauss & Corbin, 1998) which allows us to identify patterns and categories. Open coding procedures were applied to analyze the data gathered to access generalizations, concepts, or hypotheses that emerged from

examining data with some chunks of videos with different ways to handle the class.

Implementing data analysis requires clarifying that, according to Juan and Garcia (2012):

The role of the teacher is no longer to be an absolute controller of the class and explain and direct each activity but to prepare and organize the oral and written work of the students and help them to carry it out in groups, in pairs, or individually. The teacher, therefore, will encourage positive attitudes toward the second language, and the cooperation of the students with each other and with the teacher (p.8).

In each recording, it was evident that the teacher was designing and monitoring each implemented activity, and the results were the input to this analysis.

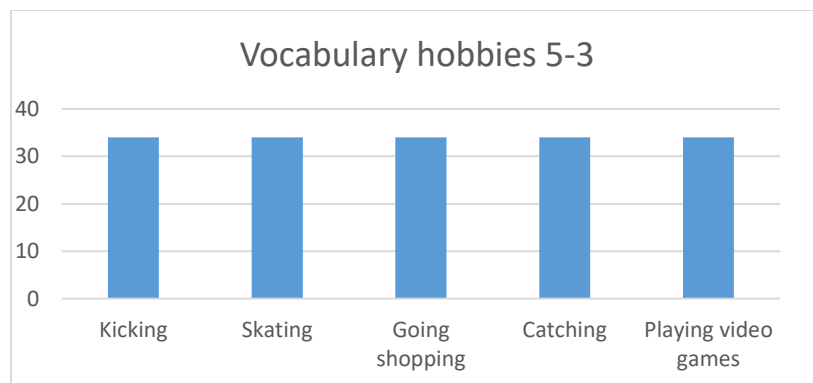
With the transcription of videos of some classes, the information and analysis started to emerge, hence, one of the first set of activities to associate with images and movement, trying to include the most significant number of senses and the corporality of the TPR method, was seen with sequences (Appendix D). For instance, one of the participant students directed the class; while she was looking at the board, she did the mime, and the others imitated her: she touched her face (wash my face routine), she mimicked brushing her teeth (brush my teeth routine) and her classmates follow her. Then, she completed other exercises such as throwing a blanket (making my bed), cleaning with a broom (cleaning my room), and throwing something away (taking out the trash). From here, the process of imitation and association of the routine's vocabulary was already taking place, showing that students can associate an image with the verb corresponding to hobbies that are appreciated in (Appendix E). Examples of image association include *Skate - Skating* (all shout in unison when they see the image). Then, the teacher repeated and showed another picture randomly to see if they remembered it: *Kicking!* They said it loudly while observing the image of the child kicking a ball ("*kicking*," the teacher reaffirmed). More

example of this type of exercise could be: *Catching!* Someone said *Diving!* Then, the teacher adverted other actions, such as *Going shopping!* (They shout in chorus again), and *Playing video games!* And as students produce a verbal description, they use their fingers to play over the desk as if pressing something.

Figure 2 shows evidence of vocabulary that the students incorporated through TPR focus thanks to the exercise of repetition, movement, association image-meaning, and to reach some words learned according to the topical group of hobbies that were registered in the field diaries as well.

Figure 2

Hobbies vocabulary



Source. Author.

Field Diaries to Describe the Stages and Development in Classes

For the teacher in a training process, motivating students and engaging their attention to achieve better results is very important. When they are enthusiastic, it is easier to learn; therefore, the motivation and methods used should promote a better environment for meaningful learning, where students are eager to learn without pressure.

One strategy is to consider that some students prefer visual aids for learning; another is a movement for some learners who need action to understand better. Thus, for the analysis of data

collection, it is essential to understand that good lesson plans always need to include some activities for students to do individually, some for students to do in pairs or small groups, and some for students to do as a whole class, and the teachers need to involve a variety of them.

(Appendix F)

The research question that led this study was, what was the impact of using the TPR method? From this question and analysis of the results, it is necessary to highlight that the qualitative effect on students' motivation and participation was an excellent detail to stand out, evidenced in the data collection. Moreover, quantitative data was gathered with the tests that showed a good performance in the evaluations but with a chance to continue reinforcing the teaching process to reach better outcomes each time.

For the questions shown in the test that included a chart of routines, a paragraph of descriptions is correlated with the issue that Xie (2021) posed, and is that TPR instruction can influence through which young learners can decode from the language with verbal and non-verbal responses and students had the chance not only imitate with songs, they could draw the favorite character and describe them with some adjectives: “*Shakira has long hair,*” “*Messi is sporty and handsome,*” “*BTS are good-looking.,*” “*They have blonde hair,*” “*My father has a mustache and is talkative.*” All mentioned before means they were developing the memory and comprehension of some words they had practiced before with images and movements. They could express themselves with a simple speech, as shown in the field diaries appendix. In the five field diaries, it was necessary to write the aspects that were relevant in class according to the initial, developmental, and final moments in the sessions of reference to analyze. Strategies used, dynamics, interpretation of behaviors, conclusions, and argumentation of findings were the chance to build the analysis with these sections that could ease the way to write up the results.

With the activity of "*Make a fist*" (thumbs up that appear), which is shown in the video and transcription of the same (Appendix G), each name of each part of the body became clearer. It was identified that with this activity, students enhanced their vocabulary retention with the help of visual and kinetic elements. They could express with mimic and good pronunciation in the English festival as well with songs such as "*Cho Cho Wa*," "*We are the world*," "Try everything (I won't give up, not I won't give in till I reach the end, then I start again)." Likewise, in the semestral evaluation, it was evident that the level decreased, which indicates that it is necessary to continue reinforcing the vocabulary the methodology applied. This part can be seen in Table 2.

Table 2

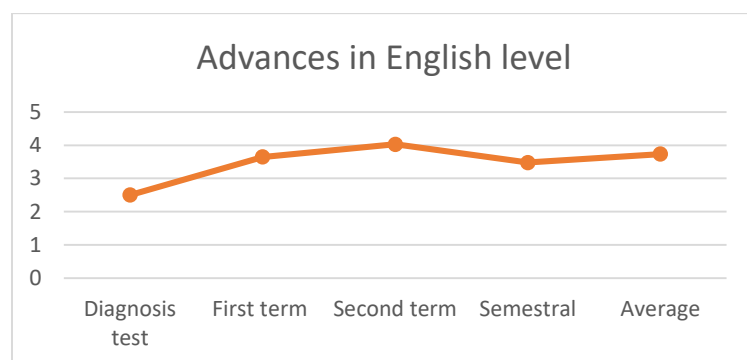
Average results of students before and after using the TPR method

	Average
Diagnosis test	2,5
First term	3,65
Second term	4,03
Semestral	3,48
Average	3,73

Note. The averages are a result of different activities held in each term, included in lesson plans, activities in class, evaluations, and English Festival as transversal activity (Appendix F).

Figure 3

Impact of Implementing the TPR Methodology in fifth grade



Note. Differences between pre and posttests during the academic semester.

Some strategies in groups after reading field diaries are using music that is special to auditory learners but also to engage the audience and promote motivation with a foreign language. Another strategy was to use cards and posters to involve some students that prefer visual aids to learning. Another one was the movement of some learners that needed action to understand better. Role-playing and games were practical to achieve a space where the idea was to find learning enjoyable, “curriculum takes content (from external standards and local goals) and shapes it into a plan for how to conduct effective teaching and learning” (Richards, 2013, p. 6)

Using Pre-tests and Post-tests

It is necessary to have an internal reflection inside each school because depending on the methodologies, the processes, the actors involved, and their dynamics, there will be better progress in the learning of students. In this scenario, being a teacher is a big responsibility, not just with learners but also with the process, methodologies, and outcomes. Furthermore, this is one of the issues that are impossible to leave back; hence, understanding the multidimensionality and the assessment processes with their respective analysis is a task for the teacher who is not far from this reality and is in active sync with learning and teaching. The teacher, and same

researcher from this study, agrees with the fact of not being a mere reproducer of material; she needed to be attentive to explore, classify, and adjust all resources linking with all variety of personalities and dimensions that she faces every day, as Richards (2001) mentioned, “preparing effective teaching materials is similar to the processes involved in planning and teaching a lesson. The goal is to create materials that can serve as resources for effective learning” (p.262). Which is the right way to measure this impact? Maybe this is one frequent and tireless assignment for the community involved in language curriculum development issues, knowing that this will never be a finished process but constantly reflecting and improving.

Pre and post-tests were analyzed as evidence of the good results to find better outcomes following the TPR method and improved vocabulary. The scores and proficiency evidenced in the data were under quantitative assessment to value the numeric changes, which were analyzed through an Excel spreadsheet to give accurate reports of score changes from pre to post-tests.

The instruments used were first a pre-test at the beginning as a diagnosis of the vocabulary of students that comprised eight questions with multiple choice items about appearance, numbers, and routines to assess learners’ pre-knowledge as a first overview and identification of their level according to Bloom’s taxonomy regarding vocabulary in the topics assigned so far in the group. Later, to motivate and encourage students to learn more language, some activities were implemented with songs, association word - images, repetition of movements, and assessment of topics seen by terms. And at the end of the intervention, children solved a post-test to find the differences in the enhancement of vocabulary evidenced in their correct answers according to Bloom’s taxonomy of simple cognitive functions as remembering to find, understanding to predict, and applying and using for specific contexts.

Each question was analyzed according to its correctness, and at the end, with an evaluation, there were some changes. English test at the beginning was clearly about the appearance of people; for this reason, in questions 1 and 2, two images were put in which it was necessary to point out how each person looked. In this case, TPR was essential because, according to the implementation carried out with children, associating the image with the correct word indicates progress. Considering that 30 children answered correctly and only four answered incorrectly, it showed that most students knew the subject of appearance well and had learned about the vocabulary. These results will be presented in a SWOT analysis in conclusions. (Appendix K).

Below is evidence of the process carried out with data analysis of the test applied, question by question, to value scopes or weaknesses in improving vocabulary after implementing the sessions with TPR principles and strategies (Appendix H).

Despite students showing confusion or ignoring many words, they tried to express to participate, “sometimes the learner does not know the word needed to communicate an idea clearly and has to resource to paraphrase or word coinage” (Ellis, 2003, p. 27). For this reason, they got support from a partner who knew a little more about the topic or vocabulary to complete the exercises. Other times, they asked the teacher to clarify the accurate pronunciation and other issues to build the messages. It is pertinent to mention that at the beginning of the course, the majority of students in fifth grade evidenced a low vocabulary to answer the diagnosis test, as was collected in the tables and figures (Appendix I). Still, meaningful progress in recognizing vocabulary was evident with each lesson and activity with TPR. Although, some students continued with some difficulties showing opportunities to improve.

The documents designed by the government through study plans organize and develop the educational practices teachers implement within their classrooms. Through these tools, students are expected to reach an English level that allows them to communicate, interact and share knowledge in a foreign language (Moreno & Pájaro, 2018, p. 27).

Categories

Category Discussion

First Category, Movement-Word Association. This first category emerges since it is one of the main focuses of TPR, a strategy involving movement to engage learners that need action to understand better. It can be helpful to measure work in the class to have an improved vocabulary approach and evaluate if there is an evident increase in words in students along with good comprehension.

First of all, it was necessary to carry out the implementation in the classroom with the purpose of singing songs as a pretext to trigger new vocabulary; thus, the first step is repeating movements, as mentioned by Richard and Rogers (2001). This stage is vital before producing verbal responses.

Furthermore, a good teacher is always encouraging with appealing strategies to engage the students. That is the real challenge to make exciting classes and guide the student to comprehension; for that reason, implementing games, rhythms, and songs is pretty handy because these kinds of class activities call attention, motivate learners, and follow the principles of TPR. Therefore, students are alert and attentive to the next step in the class and show enthusiasm for acquiring a foreign language without the pressure to increase their vocabulary.

This space with these fifth graders was the chance to exchange meaningful experiences with them, starting with a motivation for the foreign language, a type of class that a teacher could

give space to practice speaking moments to reinforce some topics as tutors. Still, on this occasion, it was the chance to listen to the student's voices and enjoy their movements, participation, and questions to take notes in field diaries.

The process of learning is complex, and it must include all the steps, from the pre-concepts until the appraisal of the progress, because one fact that identifies varied ways to learn is: "the activation of prior knowledge... one way of preparing and planning for effective learning" (Anderson, 2008, p. 100). Engaging our minds and interest is an excellent first point to reach the goals set, as was evident in this research with fifth graders.

The English festival was another activity to boost the meaningful interaction of teacher-student. One of the positive impacts of TPR was also evident in the presentation of the shows, where the association of movement, music, and vocabulary were intertwined and allowed progress in the objectives of this project. (Appendix F).

An education that is attentive to learners' expectations is marking good progress. Due to that, others need to advance. "Successful scaffolding requires collaboration or support for a learner or group of learners from teachers or other abler partners who afford appropriately challenging activities accompanied by the proper quantity and quality of assistance" (Davis et al., 2014, p.9). For that reason, one of the external motivations for learners is a committed teacher interested in supporting their process.

The topic of the category was present in many sessions. For example, in the field diaries, the process was registered (See Appendix G):

At first, there was an activity as a warm-up that started with the hangman guessing game. Learners played with the vocabulary of likes and dislikes, they performed in teams, and one had to say a lyric to try to complete words to avoid being hung.

The teacher involved TPR with short videos and audio, then paused sentences and asked pupils what verb they listened to. The teacher repeated each verb, for instance: “she is playing piano,” and she tried to imitate the verb with a mimic.

Children imitated single or meaningful phrases. For example, the teacher repeated: Can you swim? You have two options: -Yes, I can (in an affirmative form) or No, I cannot (in a negative form). Then, the teacher tried to reply to the exercise:

Sophia: “Can you climb?”. The student replied: No, I cannot. And the activity continued by asking different questions, eliciting diverse answers from students. Some imitations of movements were shown in the class.

As teachers, games are almost always used for warming up. Other times can be used in the middle of the class, and the students were attentive to participate and develop their skills. The perfect complement was doing movements to make this topic more understandable. The choirs of the songs proposed were catchy, and the students showed pleasure in the process following actions because, in this case, the teacher was the model and controller, students were imitators, and the exercises reinforced the understanding of the topic to complement the principle of TPR to use the body in the process of learning.

“Introduce some adjectives such as we are smart and courageous; we are strong and friendly, and we are creative. To repeat and imitate a sign to associate with the word before moving the parts of the body because they were preparing the English festival with some characters of superheroes to show their description.

Besides, each name of each part of the body is becoming clearer. What is identified with the use of this activity is that the students enhanced their level of vocabulary retention with the help of visual and kinetic elements. They could express with mimic and good pronunciation in

the English festival as well with songs such as “Cho Cho Wa” and “We are the World” try everything (I won’t give up, not I won’t give in till I reach the end then I start again).

Second Category, Image-Word Association. This category emerges since it responds to the features of TPR and adjusts with the nature of the project, which looks to know if this strategy is valid and handy for the students, that in this case, is using visual aids that are part of activating physical knowledge to link with new words to describe according to what learners see. Hence, the images were first presented with imitation of words that appeared in flashcards, drawings, and virtual posters to associate the image with the respective term and understand its meaning. Later, the students started to draw and produce simple verbal speeches and write words that describe the noun and the characteristics, until they mechanized some sentences and adjectives associated with movements of songs practiced in class.

The participation of students reveals that an environment in charge of audiovisual resources (videos, flashcards, graphic organizers, music, songs) allows them to advance and grasp the topics better. These options are better than sitting and reading long texts without the chance to ask their doubts or unveiling their progress (See Appendix G). In the fourth field diary, this aspect of the task was evident: “to practice before asking and giving prices” was very useful. The online or real shop was a meaningful experience because it involved the chance to practice with others, to design some posters, and to use the web or a paper to carry out this interactive activity, and the TPR exercise of having a simulation of an online and real shop.”

An intervention with the TPR method in the context of dynamic change is suitable for the needs of the students that, in this case, needed reinforcement to improve linguistic skills. An environment full of motivation and engagement could evidence positive advances in learning a foreign language.

Considering that it is essential to detect any sign of progress, it is crucial to highlight that another main task of the teacher is not just designing evaluations but also providing non-linguistic means of encouraging comprehension. Thus, in each activity, a teacher must try to involve resources like videos, posters, and gestures, which was a clue in the students' minds because they needed extra help to acquire a second language. The teacher was responsible for triggering a reasonable competence in a foreign language and participating with the right words. The scores in the evaluations resulted from practicing with the TPR method.

In summary, when the material, classes, or environment is appealing and motivating, their initiative to build other similar strategies and to implement them with friends or students is essential to external motivation and harmony in the process of teaching, diversity, and creativity in the strategy. As the TPR method suggests, learners enjoy when a task is concise and appealing, not when there is an overload of tasks, since it can produce tiredness and demotivation. The enthusiasm for learning is crucial in maintaining perseverance and effort in the learning process, and a teacher's support is a vital part of increasing their internal motivation. When students sense they have progressed in their studies, the absence of a tutor implies a back step to continue improving.

Using visual aids, images, videos, and TPR to get the children's attention was beneficial. Each activity was successful because the class focused on following and repeating the model with the best attitude. In this case, the activity was learner-centered, and the teacher was just a coach trying to encourage them to do their best and asking again to improve details.

It is necessary to have a conscious knowledge of rules and meanings to reach a high level in a foreign language. In addition, it is a clue to consider that this process is not quick. It needs enough time to increase the competencies and outcomes in the target language and the extra-aids

with the movement, images, and pictures that students created to promote better comprehension of the topics.

For example, when they had the chance to show some posters with the description of different famous characters due to the association of vocabulary with the pronoun and adjectives to describe the body (hair, personality, etc.) and the image was coherent, it was an invitation to students to speak about famous people, using different words. Shakira, Messi, and others appeared in classes with the pictures made for each learner and were the pretext to introduce some adjectives learned to describe. Learners used this exercise to perform at the English Festival, a closing activity involving TPR and vocabulary practiced during the sessions. Students appeared cheered with the song “We Are the World,” wearing an outfit that was an accurate image for them: “*We are strong, witty, kind, funny and generous.*” Another song was “*Cho Cho Wa,*” and students sang along to “*You are strong and courageous and friendly,*” wearing an accurate costume resembling superheroes. Students could show their proficiency to understand and stream the vocabulary”. (See Appendix G).

Third Category, A Motivating Learning Environment with Progress in Vocabulary

Association. The learning environment is categorized into three broad aspects, including “physical environment (such as materials, building, or classroom), psychological environment (such as attitude and value), and academic environment (such as learning strategy or academic performance), and these affect the overall academic success in acquiring a second language” (Kiatkheeree, 2018, p. 391).

This category emerges considering that TPR offers a strategy where students are attentive to enjoy the class to participate with appealing material without pressure to reach a better vocabulary in an environment that uses the senses and activates the learning process. In this case,

the teacher provided material to review with music, visual aids, and feedback and monitored and promoted motivation to students in each session held. Furthermore, this category was described from the development of each class, where the contextualization of each session was meant to captivate the attention of this population and focus the goals proposed based on trying to motivate throughout each activity used. The context represented a pretext to invite them to improve their class abilities.

As a teacher in a training process, this category explains why it is vital to analyze the impact of the implementation of TPR and the increment of vocabulary to motivate students and engage their attention to achieve better results when they are enthusiastic. It is easier to learn with better projections. Richard and Rogers (2001) mentioned that an environment without pressure produces self-confidence and a better disposition for learning.

Learners always need support in their environments, face-to-face and virtual, to trigger the best attributes, talents, and freedom to choose one or other strategy, but at the same time to engage their attention, “a learning environment generates significant challenges that strengthen the autonomy of students and foster the development of values” (Florez et al., 2017, p. 23).

It is expected that with the diagnostic and training functions typical in academic evaluation, it emerges the systematic improvement of work processes and the continuous improvement of people, groups, and institutions in charge of carrying them out. (Buendia, et al., 2017).

The school environment that students enjoy is when they have the chance to explore and have support from teachers, give them essential feedback in all activities, and is an external motivation to achieve breakthroughs in their learning. It is evident in each class that when someone pronounces a word, another person is attentive to reinforce or correct some sounds to

improve their communication ability. Hence, the learner will train the listening skills in posterior speaking moments. For that reason, it is vital to highlight the role of teachers in this valuable process because, with their actions and intervention, they consider their pupils' learning. Therefore, they stand out for students' successes and invite them to improve many details until reaching better outcomes.

Besides, in a learning environment, students show interest in different activities. This point is an internal motivation for them, including art, games, and contests, and invites them to search for some apps or links. These activities awaken their interest in the topics and encourage their enthusiasm. It is the chance to use and contribute with their autonomy to explore these pages. In this sense, the researcher realized that “the main advantage of eLearning is that it overcomes the limits of time and space and provides learners opportunities to perform self-directed learning” (Davis et al., 2014, p.2).

This study allowed the teacher to continue researching methods to apply in her lessons in daily practice because it was not only about exploring a unique approach but being open to diversity, mixing one after another. Since speaking demands many spaces to talk, practice, make mistakes, and try again, each method offers some aids to improve the acquisition and expression of a foreign language; the challenge is vast. Still, the opportunities are enough to make progress.

The method of Total Physical Response sets a fantastic atmosphere that triggers students' learning in a fun and effective environment, providing all the tools and options to display individuals' potential. The teacher revised with her students, maintained interaction with everybody, answered questions, repeated sentences, made feedback and checked the images. Thus, the pronunciation showed enthusiasm, and the teacher monitored the class, the learning process, and the behavior.

Perhaps, asking questions was not easy for students because it implied creating a sentence, as the learners needed to be sure to express themselves. Most of them feared making mistakes, so this part needed to activate the vocabulary and be reinforced with the questions and support of the teacher, but students always tried and took risks, which was the aim of the exercise.

Hypothesis Testing and Operationalization of Variables

In each activity proposed so far, fifth-grade students tend to raise their hands to intervene after explaining all stages in classes. It is noticeable that students in fifth grade were interested in continuous learning to fulfill their dreams. At the same time, it was an opportunity to reach the bilingualism project of this school. Then, the researcher could conclude that the large percentage of participation seen in the recordings and field diaries is linked to the motivation for these classes, reinforcing their learning process. Thus, a high level of motivation was seen in each class, and the clarity of instructions was also increased. Therefore, in this starting point, it can be said that one variable is the cause of using TPR. The other variable is the consequence, meaning the impact of reaching a better vocabulary, and there is always a good sign that if internal motivation is present, the progress will be adequate. Accordingly, Total Physical Response turns out to be a great option. However, with some adjustments and the chance to mix its application with other strategies, it can thrill the learners to request more vocabulary.

The evaluation must be integral, not just numbers, to evidence the breakthroughs or difficulties. Also, feelings expressed the motivation; the participation was evidence of the process carried out and a sign to continue creating better alternatives to enhance learning a foreign language, specifically in the access and approach to the words to communicate in English. As Suarez et al. (2014) clearly stated, “formative evaluation refers, therefore, to an

evaluation modality whose main function is to regulate the teaching and learning process, and that prioritizes the detection of weak points and improving learning before establishing its results.” (p. 180).

All teachers play an important role and need to prepare the meetings with students consciously to achieve good outcomes. It is essential to review with them, recycle vocabulary, and repeat some suitable activities that promote an exciting environment for learning. When the results do not fulfill set expectations, it is necessary to stop a moment, reflect, correct, and generate extra activities to reinforce. This reflection was the reason for having some reading and speaking sessions. To achieve that, students retook the vocabulary or some topics that needed more practice.

The teacher has a big responsibility for the child’s cognitive, social, and emotional development with the support of the parents because these children are forming habits and routines and need continuous follow-up in their learning. In this research, it was evident that the steps carried out from the diagnosis, with the lessons under the TPR method, until the progress with the vocabulary approach in each one of the activities has shown improvements in the outcomes of the students and the hypothesis of generating an impact in the advancement of the vocabulary of students. It is evident in the following graphics that the changes were noticeable, and the grade scores of English classes reflect improvements in the acquisition of new words to cope with each school activity in English.

Table 3

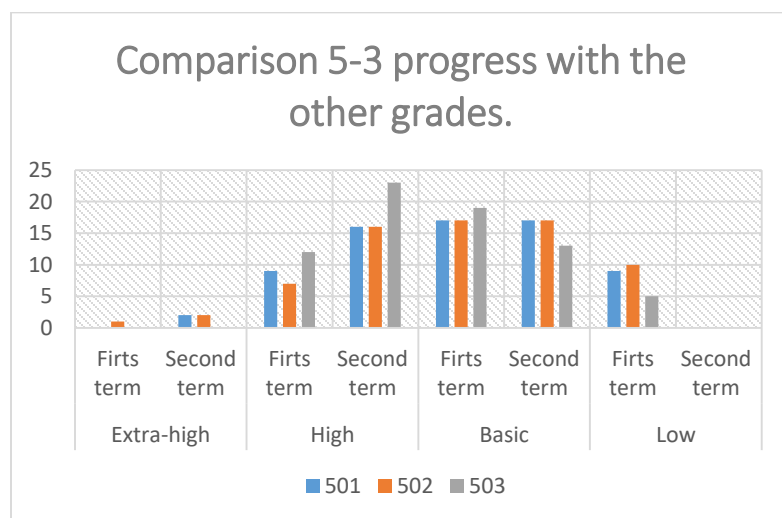
Comparison of 5-3 scores with the other grades

Grade	Extra-high		High		Basic		Low		Average
	First term	Second term	First term	Second term	First term	Second term	First term	Second term	
501		2	9	16	17	17	9		35
502	1	2	7	16	17	17	10		35
503			12	23	19	13	5		36

Note. Table shows the trend to improvement through the use of TPR compared to the other grades.

Figure 4

Comparison 5-3 scores with the other grades



Source. Author.

In this comparison, it can be observed that fifth grade three progressed in their performances. In the second term of the year, it was evident an increase in the percentages of high level among the three fifth-grade classes being compared. Maybe the primary level changed because, in the second term, there were fewer students at this level and at the low level, which indicates a better approach to the second language.

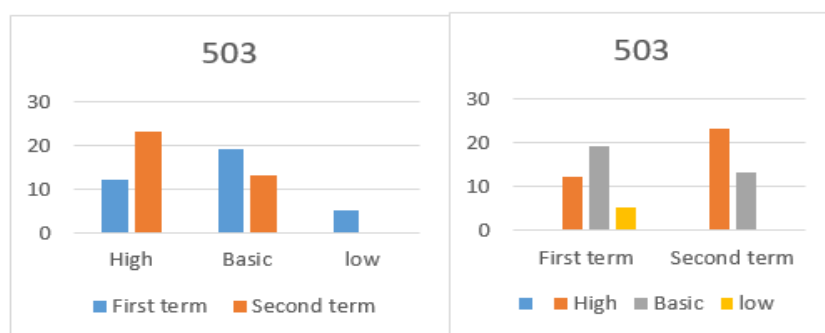
This kind of graphics revealed that students had an improvement. However, students were not high in terms of school performance classification. Still, at least some students started

to have a better vocabulary level due to the programmed activities. The evaluations were based on different words, expressions, and questions they learned during the year under TPR strategies. These results are an excellent advance since around half of the students evidenced a high level (17/34), indicating the acquisition of new vocabulary and a better understanding of the language. It also shows that pupils had more tools to communicate their ideas each time in a better form.

It is evident the opportunity in the acquisition of vocabulary with the test implemented (11 students in the first term with high level and in the second term, 21 students). However, another number of students are at a basic level, which is a sign of continuing to boost their proficiencies. Regarding the knowledge and use of English, moreover, the main worry is about those learners that are at a low level because it is the opportunity to take advantage of the other students that are in better progress and enhance their knowledge through teamwork. The goal is to achieve a higher vocabulary level under varied methodologies with TPR.

Figure 5

Progress in the own level Font (references Syscolegios Colnusepre)



Note. Differences between the first and second academic term.

There are changes in the level performance of the students because, in the first term, the low level was evident in some students (5/34); meanwhile, in the second term, the number of students that were at low level was null, which is a good sign of improvement. Although some students remained at the primary level, they had to continue reinforcing. The high level also

increased in the second term, meaning more positive changes in their vocabulary enhancement; taking into account the low performance shown in the diagnostic test scores, the scores compared with other groups was another sign of progress.

At the same time, it was necessary to analyze through the field diaries (Appendix G), in the recording of classes, the students' attitudes, perceptions, progress, and difficulties or suggestions to improve the lesson plans or the designed activities.

Finally, the data is presented in the hypothesis since there must be a coherence between quantitative and qualitative data results to obtain the scope of this study integrally.

It is beyond this study's scope to realize that fifth-grade students are interested in continuous learning to fulfill their expectations, where it can be concluded that the significant percentage of these classes and the interaction between learners and teachers have served to reinforce the learning process. Thus, a high level of motivation was seen in each session, and the clarity of the instructions was high as well. Therefore, at this starting point, it can be stated that there were excellent outcomes; if there is internal motivation, the progress will be adequate.

Even children enjoy games, contests, and activities that awaken their interest, which was evident in students' participation. And the transcription of some parts of sessions gave some light to identify the motivation and progress to start a positive change in the vocabulary approach thanks to an environment more appealing for fifth-grade learners (See Excerpt 1). This part is supported by Liu & Chen (2021) because they point out the necessity to count on an attractive backdrop to improve student outcomes.

Excerpt 1. *Students in a class exercise*

“So, let's see if someone in a fifth-grade class wishes to participate. I am going to do it randomly, and you can show me. Fabián López, lift your shoulders, your shoulders, your shoulders. Three times. -Excellent. Thanks, Fabian.

Helen. Sophia. on your marks. I will repeat it three times, and if I see there is no reaction, we will tell another partner to help you. Let's start, and let's see if David Melgarejo can help. Excellent. And David, very good. And is that right, that is the proper movement and your marks...”

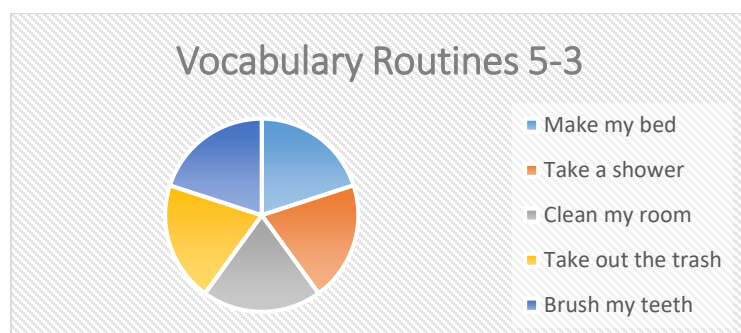
Most schools and teachers continuously ask about every aspect of the teaching process, the learners' behavior, the language, the learning process, and the teacher themselves. The idea is to find the most suitable methodology or strategy to reach the best outcomes; in this case, the teacher or the leader helps the students to go from their current knowledge to their potential knowledge.

Hence, the real challenge for teachers is to discover how to be a better guide or maybe a facilitator, sometimes a friend to promote confidence to express in a second language, and other times they must seek ways to ease all skills, as Tebar (2011) argued that a teacher's role is to adapt to the student's rhythm, likes engaging them in the cognitive and emotional dimension of learning.

However, developing those dimensions through content, context, or interaction is crucial, which does not necessarily transfer to others since each learning background has its features and demands. Therefore, it is necessary to consider all the aspects of the environment, both individual and group setbacks.

Figure 6

Routines vocabulary



Note. Topics that were analyzed during the TPR activities.

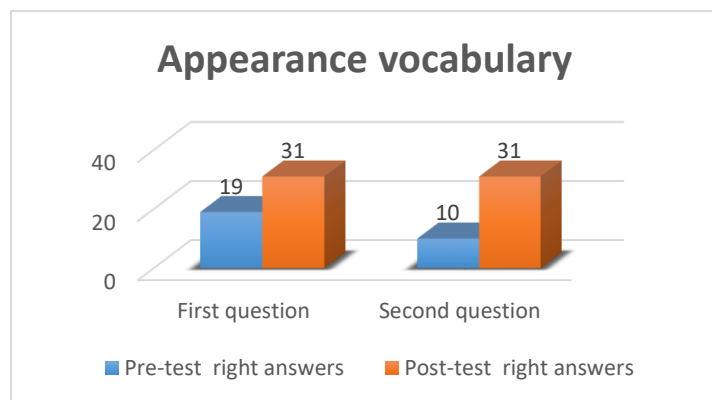
It is evident that making groups of different topics, such as routines, body parts, and descriptions with adjectives, is supported by Markosyan (2020), who suggested that there are several golden rules for studying words and memorizing words effectively. The author affirms that by combining words in topical groups, for instance, it is possible to witness how students enhance their knowledge simply by using topics such as hobbies, routines, and body and descriptions.

Another signal or indicator of better vocabulary for the second category is the parts of evidence associated with images and wording, which is evident in the changes in answers to the first question for the pre-test (Appendix L). The exercise showed a prince and four options to identify the suitable pronoun and to recognize at least an adjective and the verb. Since this was not taught as grammar, with the help of drawings and flashcards and the chance to create sentences, the students evidenced that the background of these resources might impact how to answer and match the image with the actual word. In this case, (Appendix I) shows that, at first, 15 students responded wrong; in the post-test, the students that failed were only 4, hence, displaying an improved assessment.

Another clear example is that in the second question associated with another image, there were 24 students with the wrong answer. In the second attempt in the post-test, another data collection instrument, only four students failed, meaning that students could evidence progress. The progress is seen in figures 7 and 8, with the vocabulary involved in the appropriation of new language concerning physical appearance; therefore, comparing the pre and post-test of this proposal becomes a tool to analyze the successes by contrasting the qualitative descriptions and the quantitative data.

Figure 7

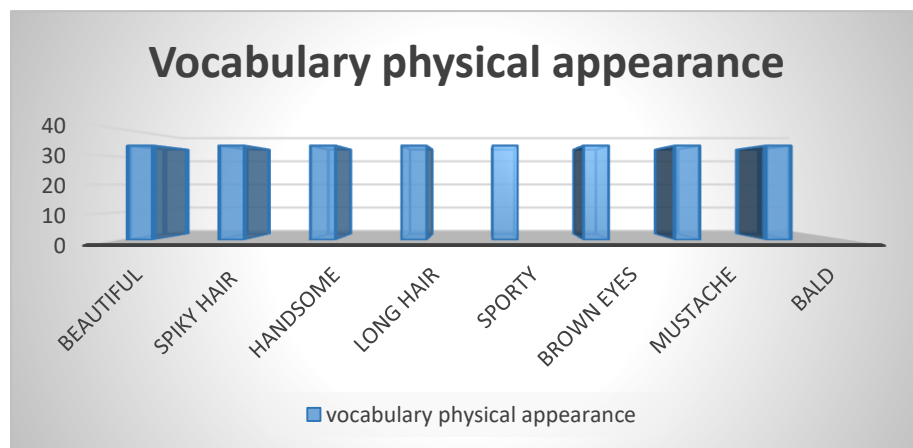
Identify appearance vocabulary



Note. Comparison of averages before and after implementation.

Figure 8

Vocabulary about appearance



Note. Vocabulary that could be identified according to the groups of topics worked on.

The third category was associated with a motivating learning environment, with progress in vocabulary, and we can see that even adults enjoy games, contests, and activities that spark their interest. The motivation was evident and suitable for fifth-grade children; with the full participation of students, they were attentive in class, and it was shown in the description of the course (Appendix G): “After this first activity, the teacher asked questions about what kind of activities they liked or disliked, first in their mother tongue, that is presented to clarify, moreover, the teacher was receptive to the doubts, and she answered each time that the students express their questions. Questions are a sign of curiosity and to want to continue learning and obtain knowledge of new vocabulary.”

Reliability and Validity of Analysis and Findings

Lessons are a good tool for teachers because the tasks are better organized with them, and they can take advantage of the planning. After preparing several lesson plans, it was evident that the teacher's responsibility is enormous to try to engage the student's interest and generate progress in their learning, taking into account the stages and the likes and abilities they have. The role of teachers implies a big responsibility since it depends on planning and the activities and resources prepared for the students to succeed.

This intervention was undertaken because students needed support in their classes to reinforce some topics and use the school's book and platform, Pearson. Besides, using other apps, like websites with games or exercises to practice, was valuable in promoting the ability to self-evaluate and produce autonomous language learners. This exercise was good because this kind of strategy directed to the students can enable them to look at their initiative and other aids to complement their improvement.

Furthermore, it is vital to consider that there are many styles and ways to learn in our classroom. A good lesson plan always needs to include some activities for students to do individually, some to do in pairs or small groups, and some to do as a whole class, and the teachers need to involve a variety of them. The primary goal has been significant participation and perseverance; therefore, it is noticed that students were more enthusiastic when games, images, movement, and contests appeared along with the challenge. The Affective Filter hypothesis by Krashen (2009) claims that one way is the ability to find pleasure in learning and also teaching, and acquiring a second language involves many features such as interest, the connection between the old and new knowledge, and to scale to reach the summit despite to making the same mistakes many times. For students, it is necessary to find learning fun and pleasant. When they face worksheets, audio, or information without a teacher supporting this process, demotivation appears since they feel they cannot do all the exercises. They are tuned to open a space to check or review the activities in the books.

Reduction of data was a possibility for the reliability and validation of the research since repetitive patterns started to appear supporting the analysis of leading the classes, implementation of activities with TPR focus, and measuring the impact on students as is seen in the field diaries in Appendix G. During the analysis, the researcher identified some patterns according to the positive and negative aspects to highlight. The reliability of this data is impacted by the fact that it is good evidence that the TPR method can trigger better approaches to enhance the vocabulary in the students. According to what was found in this research, the images and the movement could enhance the vocabulary according to the repetition of exercises. For example, one valuable point is that images were practical tools for learning a language whose accurate physical response is essential and points to something for acquiring new vocabulary (Aponte et

al., 2016). This exercise was replicated in this research because there is a connection between visual aids and TPR providing improved results in the acquisition of vocabulary and students' performance.

Table 4

Overview about TPR

Advantages	Disadvantages	Role of the Teacher and Students	The usual skills taught through the method:	The type of evaluation used in the method
Stress (an affective filter) intervenes between the act of learning and what is to be learned; the lower the stress, the greater the learning.	The teacher could fall into activism if they don't have clear objectives, but in this case, each lesson and the same research have the goals set.	Student: listener and performer, learners are also expected to recognize and respond to novel combinations of previously taught items, and learners monitor and evaluate their progress. Teacher: is who decides what to teach, which models to implement, presents the new materials, and selects supporting materials to use in the classroom	Asher sees Total Physical Response as directed to right-brain learning, whereas most second-language teaching methods are directed to left-brain learning. Moreover, this method teaches oral proficiency at a beginner level. The teacher should also allow speaking abilities to develop in learners at the learners' own natural pace.	The participation and the impact on student performance.

Source. Author.

Introduction to Discussions and Conclusions

This section of the present research has been developed based on the design of some activities applying the TPR method with the help of resources such as visual aids, videos, body movements, and songs, evidencing the analysis of the impact and scopes on the improvement of the vocabulary of fifth-grade students based on the diagnostic evaluation at the beginning and at the end of the study. The contrast with the studies used as a reference to find similarities, differences, opportunities for improvement, and adjustments led the researcher to value each part of the experience with learners.

Moreover, the summative and formative evaluation that applies procedures to collecting and analyzing information about the content, structure, and outcomes of programs, projects, and planned interventions is a better approach to measure the real impact in the communities. According to Shower (2010), the combination of both is recommendable. It is necessary to know many angles or skills of the students, showing the increase in their vocabulary; the qualitative data based on the field journals and recordings gave a complete overview of the improvements in the acquisition of new vocabulary with descriptive evidence that showed fragments to account for learners' enhancement of new words. For instance, in the second field diary (see Appendix G), the promotion of a better environment to enhance vocabulary was evident. At first, there was an activity as a warm-up that started with mimicking guessing the vocabulary about sports and hobbies; it was done in teams. One had to say the word that the classmates tried to express without words. This exercise was an excellent introduction to a better base for remembering vocabulary.

Significance of the Results

Remarkably, the results of this study were the chance to implement activities more appealing and exciting, considering TPR principles, since it is also vital to generate engaging pedagogical scenarios for children and adolescents where creativity and freedom prevail. As Assman (2002) argued, “to promote the dose of common enthusiasm required for the learning process to occur as a mixture of all the senses” (p. 28), and with all our corporality that is correlated with the features of TPR, teachers can identify the success. These outstanding characteristics should be applied in some stages in the same class or different classes; it could be a good revelation to future research to find variables, successes, and failures to consider and to mix with other methodologies according to the required needs.

The results indicated that since the beginning of the research, it was evident that the mother tongue needed to be present because the vocabulary level was not too high, as mentioned in the first field diary in Appendix G. However, in each class, in each proposed activity, students tended to raise their hands to intervene after explaining all stages in the class. They were interested in continuous learning to fulfill their goals and to learn new vocabulary to participate in the school bilingualism project.

This analysis poses the first step for the future researcher since this one supports the theory that, according to TPR, it is essential to maintain learners' enthusiasm and energy. As Ellis (2003) points out, “motivation is an example of a factor that is variable, can change over time and is influenced by external factors or intrinsic derive form the personal interests and inner needs (p. 36).

It is evident that in the first intervention shown in the field diaries, the role of the teacher was to awaken the interest and design the activities through commands, rhythm, and movement

to incorporate new words in the target language. It was a valuable stage to start involving students in comprehending new vocabulary. In this sense, Richards and Rodgers (2001) support this theory “By focusing on meaning interpreted through movement, rather than on language forms studied in the abstract, the learner is said to be liberated from self-conscious and stressful situations and is able to devote full energy to learning” (p.75).

According to Khorasgani and Khanehgir (2017), in their research *Teaching New Vocabulary to Young Learners: Using Two Methods Total Physical Response and Keyword Method*, it was evident that having a group of words to develop and practice with children promotes better outcomes. This research shows that teaching through groups of words and set topics is necessary to produce the interiorization and comprehension of the data. For this reason, the descriptions of body and characters with adjectives, pronouns, and verbs and the vocabulary of routines and hobbies helped activate children's knowledge. In the same line, Markosyan (2020) mentions the handy resource to use topical groups to have a better approach is vocabulary.

In the study of Rindilla and Melia (2021), there is evidence of *The Effect of English Teaching Material Using Total Physical Response (TPR)*, showing that the TPR model was a benefit to the student's achievement in learning English vocabulary for beginners since they used image illustrations and attracted students' interest. Thus, the students were more excited and had entertaining classes. It was a model that can encourage students to learn a foreign language naturally because it stimulates language comprehension with motoric and visual activities. In teaching a foreign language to young learners, it is important to construct a learning situation with a delightful atmosphere and as naturally as possible to establish a situation where children learn this foreign language, like learning their mother tongue (Rindilla & Melia, 2021).

According to the research question concerning what the impact of implementing TPR principles is, the results might suggest that it was expected that at the beginning of this study, the students showed a low level due to the background, and being that the methods to establish a basic vocabulary in the COVID 19 pandemic were not reliable, as it was mentioned before in the statement of the problem. Therefore, with this study, the proposal was necessary to introduce this TPR method. It was the chance to value the opportunities to compensate for cognitive gaps and to increase the students' possibilities to express their ideas in a better way, considering that with each class, they started to show more enthusiasm and participate in using the right words, in understanding some parts of the course. Moreover, the curiosity to understand each time more and better is the result of working with this fresh method, engaging their interest, and seeing better scores in the appraisal process.

The first category of Movement-Vocabulary association is seen in the field diaries. In this case, the routines were repeated many times with the help of movement to achieve a better approach to meanings and to awaken the learner's interest and attention. It explains the connection with actions that were a pretext taken from the method adopted and the impact that they can produce to see the association with visual aids. Figure 7 is evidence of the approach to routines' vocabulary due to the exercises of repetition of movements to link with actions and new words to learn.

Another relevant aspect of this intervention was that the students needed support in their classes to cope with working on their regular English program and textbook. Likewise, learners had the chance to interact with a varied set of online tools to promote their autonomy and self-directed learning. This process stood out according to the impact promoted because this kind of strategy allowed students to look for their initiative. As shown in the first field diary, there was

an activity as a warm-up that started with a vocabulary game about likes and dislikes to introduce possible routines and hobbies as a group of words to be learned. During the game, all students participated by saying letters to complete a word. This clear evidence that each student contributed with a letter, and the game and the relevant resource could awaken the interest of everybody.

The data contributed to further analyzing the lessons that were the background and an excellent tool for teachers. After preparing several lesson plans, it was evident that the teacher's responsibility is enormous to try to engage the interests of the student and also generate progress through the likes and abilities of the students.

Pedagogical and Research Implications of the Field of Study

Reflecting on the issues of the connection between life and education is very valuable since, in pedagogical practice, we need to be alert to many signs; therefore, focusing on the importance of boosting development in the communities shows that learning is a complex process that involves not just social, but also cognitive parts—even taking into account personality, motivation, learning styles, and the zone of proximal development (Vygotsky, 1978). Cataño (2014) cites Vygotsky (1961), who considers social factors related to acquiring a second language. He points out that when language represents an affective, cultural, and social value for kids, they build their learning and develop comprehension skills more easily through interaction. Children feel motivated to acquire a second language and show a more excellent disposition. He determines that cognitive development comes from the relationship between the student and thought in a context. Subsequently, the work in school should be in conjunction, as it is necessary to cope with the gaps between what the learner can currently do and the next stage in the educational process. That is the real sense of education. It is not viewed as an individual

success but as achieved collaboratively. Participation with others is a crucial action to accomplish better outcomes, to have the chance to make mistakes, express ideas, and share knowledge that will allow students to gain self-confidence to learn the rules, grammar, and vocabulary of English. Thus, students' motivation facilitates progress to the challenges in their learning. When teachers genuinely consider the learners' backgrounds and understand their varied skills, they see opportunities to introduce methodologies such as the TPR approach to enhance their learning process.

These results build on existing evidence of one of the meanings of being a teacher, which is that the foundations can be given to generate the necessary motivation to students through activities that encourage them to believe in their abilities and be able to project them both at the level of their family, school, and community. In addition, being able to accompany their processes, identify strengths and weaknesses, be a mediator of their scope, and work together for better opportunities to achieve a social impact and increasingly strengthen the social projection.

It is worth continuing in this process of learning and teaching English, using strategies like TPR, considering that the most excellent satisfaction was the smiles, participation, and learning of students. As a teacher, the process was enjoyed through observation. Identifying the instructor's skills, strengths, and mistakes was a great introspection. It was a step-by-step improvement, and it was satisfying to see the advances and achievements of so many learners that started from zero or basic knowledge until they reached higher levels and had sympathy for the language with the approach of new vocabulary. The intentionality in the learning processes must be organized concerning the subjectivities of the participating individuals, "who make up the cognitive assimilation from their needs, problems, and dreams that are interwoven in the collective interrelation" (Devia, 2018, p. 185).

Colby et al. (2003) suggest that “assessment practices should evaluate students holistically, including knowledge, abilities, values, attitudes, and habits of mind that affect academic success and performance beyond the classroom” (p. 259) and is related to the project, where the numbers were not the evident sign of progress. Instead, the actions and gestures showed more advances in the approach to vocabulary.

The results were not related to the innovation theory and the process in classrooms. There were moments in the classes where the teacher could focus the course on other terms, being able to practice more dynamic and meaningful activities depending on the learning styles. For instance, in some English sessions, the songs and the choreography were the base to introduce the vocabulary, it was not a typical or traditional method, but when teachers include in a class element such as music, movements, and alternative exercises, they are trying to do an innovative course. Besides, the realia and the graphic organizers were also a way to conceive the education. That is the challenge for teachers that need to design always meaningful experiences to promote and enhance their students' proficiencies.

The experiment with this strategy in this population and its impact provides new insight into the relationship between balancing attitudes towards learners, not harassing them or taking away their initiative, but focusing on them, guiding them, teaching them to do things for themselves, as well as building a relationship of trust with them, help them better understand the instructions, make an itinerary of tasks, pauses, and breaks for daily activities, organize an adequate space to promote concentration and learn to recognize each boy or girl by identifying their potential, and their ways of learning that can be a focus on visual, auditory, and kinesthetic according to the principles of the TPR method.

Teaching English to children is not a simple or easy task. Instead, it has been the possibility to discover that as a teacher, it is mandatory to be in a constant attitude of openness and change, accept the mistakes done in the classroom, think and rethink some strategies that might fail a lot of times, and understand that there are times when everything seems lost, that no progress is seen, that there is stagnation. Still, being a teacher is also to have the opportunity to see achievements and progress, even if they are minimal, and be able to perform adaptations and adjustments according to the approaches, making changes in teaching and learning with movements and visual aids to reinforce new words.

The researcher loved the mediation of learning English because education plays a significant role in promoting possibilities for individuals since it generates a perspective as an agent of changes and improvements in the quality of life of the same subjects and communities. However, not everyone has the same opportunities to continue. Most of the time, they are conditioned by their family contexts that have different characteristics, framed in particular guidelines, and situations that influence progress and setbacks, so it is necessary to be attentive in being a mediator in the learning processes, and when it comes to a foreign language, also emphasizing an opening of possibilities to different cultures, to broaden our horizons and be participants in processes of social transformation. Besides the “ability to attract students’ attention, state the purpose of an activity and suggest strategies that can be used for successful completion of the tasks and can influence students’ motivation by incrementing their interest and the effort made in those activities” (Mendez, 2011, p. 53).

During this study, the teacher thought it was a chance to design more appealing and exciting activities. It was also vital to generate engaging pedagogical scenarios for children and adolescents where creativity and freedom prevail and “promote the dose of common enthusiasm

required for the learning process to occur as a mixture of all the senses” (Assman, 2002, p.28), with all our corporeality that is stated in one category of offering better learning environments.

In conclusion, it is imperative to understand that being an English teacher means motivating students to engage their attention to achieve better results because it is easier to learn when they are enthusiastic. It is essential to take into account that there are many styles and ways to learn in a classroom, and a good lesson plan always needs to include some activities for students to do individually, some for students to do in pairs or small groups, and some for students to do as a whole class, and the teachers need to involve a variety of them. The teacher noticed students were more enthusiastic when games and contest activities were done because they were challenging. The Affective Filter Hypotheses claims that one way is the ability to find pleasure in learning and also teaching, and acquiring a second language involves many features such as interest, the connection between the old and new knowledge, and scaling to reach the summit, despite making the same mistakes many times. Hence, “most researchers and educators would agree that motivation “is very important, if not the most important factor in language learning without which even 'gifted' individuals cannot accomplish long-term goals, whatever the curricula and whoever the teacher.” (Xiaoyan, 2009, p. 162).

Research Limitations of the Present Study

The effect in the year's short term limits the generalizability of the results. Then partial progress can be seen at other times of the year. However, it is fundamental to consider that there are some obstacles in any study. One limitation of this research could have been the delay in comprehensively observing better results since, over time, the appropriation of the vocabulary and the ability to communicate it to others was seen slowly, so the important thing was to assess and collect the given information step by step. In addition, another possible limitation might have

been the attitude of some students who did not feel comfortable with the strategies used by the TPR method and felt self-conscious or bored to participate, which would have led to results that were not as satisfactory as expected. However, a way to counteract this difficulty was to try to attract them from the first moment by warming up and always motivating them with speech, constant accompaniment, and feedback.

Likewise, another possible limitation would have been the time of the classes that did not allow a complete showing of the entire process carried out. So, sometimes it was challenging to systematize the expected results from the strategies, the progress, and the weaknesses observed.

Another aspect that could have affected the project's development was the number of extra activities sometimes done in the school context because it did not allow a complete evaluation of the progress. Still, in the same way, it was possible to carry out the classes to find the points of improvement in acquiring a base vocabulary for language improvement in the future, and with these, seeds were left in the fifth grade of primary school.

Recommendations for Further Research

In line with the initial hypothesis that implementing TPR might improve students' vocabulary, it was evident that it was partially a good option. Maybe the scores could have significantly enhanced over time, as was noticeable in the progress term by term of the year. However, so far, it was not entirely a success, and the scores were not at one hundred percent but have increased since the beginning of the research with each activity and the appraisal process.

Future studies should consider that despite using games and suitable activities for children, they should research for further effects on the learners' performance and low assessment. Thus, it is significant for a teacher, the guide, to plan some improvements to focus their attention on, including some activities and extra-aids to foster a better approach to these

students and their difficulties. The teacher has a big responsibility for the children's cognitive, social, and emotional development with the support of the parents because these children are forming habits and routines and need continuous follow-up in their learning.

Other researchers should consider the results from this study regarding suitable methodologies to apply in elementary school to boost vocabulary learning. This research studied how one idea of mediation posed with implementing TPR promotes teamwork and collective thinking. Some activities and ideas explored, for instance, were filling in blanks in pairs to speak about the possible options, so students could decide the best words or look for the meaning according to the context. This exercise was handy for some students with better skills who assisted their teacher by reinforcing and supporting those who could not complete some activities alone and needed help to increase their self-esteem and self-confidence. Thus, "it is essential to pay attention to the processes, to the motivating experiences, which are achieved with success caused by the adaptation to the style, rhythm, and possibilities of the learner, according to their previous knowledge and learning strategies. This process cannot escape the construction of the person, be it social, affective – motivational" (Tebar, 2011, p. 24).

In addition, it is expected that the fifth-grade students who were part of this process can be evaluated in their progress by taking into account the vocabulary of hobbies, descriptions, and routines to see their degree of appropriation at the beginning of high school and see the actual impact on their memory. It would be great to see if learners practice these words in their new study stage. It is also suggested that teachers can continue using motivating dynamics to attract students' attention at the beginning of high school despite considering them effective mostly for primary education. TPR activities offer suitable exercises for high school students by involving all the senses and awakening their enthusiasm for learning a second language. The results from

this study would allow future researchers to see the achievements of students who will start high school knowing strategies that boost their vocabulary learning.

It is advisable to carry out a study in which the same methodology is applied in different classrooms of different educational levels. Thus, it will be possible to analyze the effectiveness of the Total Physical Response methodology used in other age groups, the role of the teacher in the classroom, and its effectiveness in learning English as a second language with the improvement of vocabulary.

Conclusion

According to the general objective of evaluating the TPR method in classes to reinforce vocabulary, as a result of this research, it is possible to state that it is crucial to pay attention mainly to feelings and emotions since “when we educators fail to appreciate the importance of students’ emotions, we fail to appreciate a critical force in students’ learning” (Immordino-Yang & Damasio, 2007, p. 9). It means that before only focusing on reinforcing words, it is necessary to engage the students first since only concentrating on cognitive parts results in failures and demotivation. Besides the “ability to attract students’ attention, state the purpose of an activity, and suggest strategies that can be used for successful completion of the tasks, can influence students’ motivation by incrementing their interest and the effort made in those activities” (Mendez, 2011, p. 53). The teacher's character, making many attempts to encourage their pupils not just with the games, movement, and visual aids but also with their feelings, enthusiasm, and motivation, was an outstanding work to highlight as a fundamental piece in teaching and learning.

According to the first specific goal with the established principles of TPR and the second specific objective to implement the learning activities to improve learning skills, the research

demonstrated a correlation with Bloom's taxonomy being that the identification of vocabulary started with memorization through movements, as was exposed in the first field diaries until understanding the meaning and applying the knowledge to solve the context activities regarding the pictures, such as filling gaps or doing short readings that were further used in the evaluation.

Besides, it is necessary to recognize that according to the second specific objective, which pointed out the implementation of learning activities to improve vocabulary, it was clear that although written evaluations were designed by competencies and presented with a statement with multiple options to answer, it posed challenges for the fifth-year students who were not knowledgeable about all the vocabulary. It was not wholly made easy for them. "The difficulty of the items, or the reliability coefficients, depends largely on the type of sample used to calculate them" (Muñiz, 2010, p. 62).

Regarding the third goal about specific improvements, it is evident that this method triggered expression and comprehension of the second language because the learners were interested in learning more vocabulary to understand or extract the actual content from a speech. This point allowed the researcher to clarify that many methods and strategies must be considered and used in class with the students. Exercises describing a favorite character (Appendix E) help identify the task's success, and the teacher could recognize the outstanding characteristics that should be applied in some stages. In various field diaries, there are remarkable patterns of behavior and participation of the students and their ability to increase and approach new vocabulary according to the groups of words like hobbies, routines, and descriptions. In addition, this improvement is supported by Richards and Rodgers (2001) because when TPR is applied in classes, students are less stressed about a score.

The teacher found joy in her pedagogical mediation planning and her workshops. She also had enthusiasm and happiness for nicely engaging her students in the learning processes, making them feel fearless and adventurous. Activities must be processed “for the improvement of emotional, social, environmental, and well-being conditions for learners, whose purpose is the creation of a more just, happy, democratic, peaceful, and tolerant society” (Devia, 2018, p.188). For this reason, the qualitative results and the evidence in the observation gave an overview that does not correlate with numbers. The idea was to lead the classes with the method and measure the impact shown with descriptions in Appendix E in the recordings. According to TPR, it is essential to maintain the enthusiasm, the energy of learners because, as Eli (2003) argues, “motivation is an example of a factor that is variable, can change over time and is influenced by external factors, or intrinsic derive from the personal interests and inner needs” (p. 36).

There was a correlation between the environment, which is the third of the categories, and the activities designed with principles of TPR, which belong to the first and second categories, with images and movement reinforced to understanding the topics because since the first intervention, students started to participate with interiorization through imitation of patterns that was described in the field diaries.

In this research, the planning was focused on diverse and enjoyable activities. It is essential to state that evaluation was more than a simple number summarizing a grade. The assessment needed to be grasped to measure the work from planning and intervention until the outcomes were observed.

As a result of a combination of quantitative and qualitative data, it can be concluded that education should not be conceived as a one-only outcome or a measure. Still, it is also a summative process that triggers the need to count with many perspectives and angles to value the

starting point, the progress, the difficulties, weaknesses, scopes, and opportunities to improve. Teachers appreciate the multidimensionality of the human being in education, trying to go beyond loose results in the process carried out with students. The assessment is much more than a number and must be rethought and adjusted to more realistic contexts.

This study also showed the importance of developing suitable and meaningful material that, for teachers, were an excellent tool to handle their classes, and for students, was the chance to interact with different kinds of activities focused on learning a foreign language.

The evidence registered in the journals reflects the exercise with the fifth graders, which was the platform to exchange meaningful experiences with them and allow the teacher to enhance motivation towards English. This experience opened a space to practice communicative exercises considering scaffolding and listening to students' voices attentively and unprejudiced.

After the interventions, the teacher could recognize the value of the instructor when leading the class. The main task of a teacher is to provide non-linguistic means of encouraging comprehension. Hence, a teacher suggests appropriate resources like videos, posters, and gestures because students always need extra helps to acquire a second language.

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Appendices

Appendix A . Form of informed consent

Respetado estudiante y padre de familia

Promoting English vocabulary learning through the Total Physical Response (TPR) method in fifth-grade students at a public school in San Gil, Santander (Colombia)

Es un Proyecto de Investigación realizado como parte de los requisitos de grado para optar por el título de Maestría en Mediación pedagógica del aprendizaje del inglés, como parte de su aplicación se realizan varias sesiones con el propósito de mejorar el vocabulario de los estudiantes de quinto de primaria para ingresar a bachillerato aplicando el método de TPR tanto a nivel de las clases como en el festival de inglés, atendiendo a que puede ser un beneficio para reconocer el impacto positivo que pueda tener esta metodología en su motivación por continuar aprendiendo un segundo idioma y que la posibilidad de riesgos de exposición de material audiovisual es mínima teniendo en cuenta que solo serán producto de investigación para recolectar información de su participación con los porcentajes más no con los nombres y los resultados de sus evaluaciones y dar posibles sugerencias al colegio para continuar con la aplicación de esta metodología o para ajustarla de acuerdo a las necesidades educativas que se vayan presentando.

Por las razones anteriormente mencionadas, teniendo en cuenta las consideraciones de ley, solicitamos de manera explícita, clara y totalmente voluntaria autorice a la docente Sandra Viviana Bayona Ángel, (Tel .3023670742) para que haga uso de los datos, resultados y documentos que dentro de esta investigación se deriven.

Por medio de la presente yo _____ identificado con cédula de ciudadanía número _____ expedida en la ciudad de _____ autorizo a la docente Sandra Viviana Bayona Ángel para que haga uso de los datos, resultados y documentos producto de la asistencia y participación dentro de los espacios académicos institucionales asignados con los estudiantes de grado quinto del colegio Técnico Nuestra Señora de la Presentación con fines exclusivamente científicos , académicos e investigativos.

Nombre: _____

Firma: _____

Cédula _____

Docente encargada Sandra Viviana Bayona Ángel



Appendix B. Rubric and validation by a peer of the instrument to collect data.

ASSESSMENT RUBRIC FOR AN EXPERT PEER	SATISFACTORY	BÁSIC	LOW
1.Objectives and questions are consistent with each other	Most of the questions are related to the basic learning rights and the proposed objectives	Some of the questions correspond to the learning objectives and others do not.	The objectives do not correspond to the design of the questions
2.The design of the questions is according to the subject and the grade	The questions in their design and theme correspond to the fifth grade.	Although the questions correspond to the grade, they do not represent a degree of difficulty for the student.	The design and topics of the questions are not appropriate for the fifth grade.
3.The evaluation is designed by competencies	The questions allow students to know how to put their knowledge into practice through the analysis and interpretation of given contexts for solving the questions	The questions do not fully develop the skills but simply require a rote exercise.	The evaluation does not show the development of competencies, the questions are of a traditional type and do not demand from the student an analysis and interpretation of the context of the questions.
4. Instruction of questions it is well thought out	The questions present a clear instruction at the beginning which facilitates their development.	Instructions are presented at the beginning but some are not clear and cause confusion.	The questions are difficult to understand as there is no clear instruction at the beginning of them.
5.Most skills and competencies are involved of English.	Reading, writing and listening are taken into account in the development of the questions	One or two of the skills are involved but they do not demand much effort from the student.	None of the English skills are involved

Note. Validation by a peer Sara Isabel Montoya Tobon (Master's degree in English Language Teaching for Self-directed Learning, at the Universidad de la Sabana, Master of Plastic Arts at the National University of Colombia, and Specialist in Bilingual Education: Didactics and Strategies of English as a Foreign Language of the University Foundation of San Gil-UNISANGIL)

FEEDBACK TEACHER SARAH MONTOYA ACORDE A LA RÚBRICA

1. SATISFACTORIO. Los objetivos y las preguntas tienen coherencia entre sí, ya que la mayoría de las preguntas se relacionan con los derechos básicos de aprendizaje y los objetivos propuestos.(5)
2. SATISFACTORIO. El diseño de las preguntas es acorde a la temática y al grado, pues el diseño y la temática de cada una corresponden al grado quinto.(4.5)
3. BÁSICO. La evaluación está diseñada parcialmente por competencias debido a que algunas preguntas no desarrollan totalmente las competencias y/o desarrollan solo habilidades cognitivas de orden bajo. En algunos casos involucran simplemente un ejercicio memorístico.(3.5)
4. SATISFACTORIO. Las preguntas presentan una instrucción clara al inicio lo que facilita su desarrollo. (4)
5. SATISFACTORIO. Se involucran la mayoría de las habilidades ya que hay ejercicios donde claramente se desarrolla *Reading, Writing* y *Listening*.(5)



Appendix C. Evidence of association movements and vocabulary with TPR

https://youtu.be/KbQLjcC1E_8



Appendix D. Video and transcription to evidence the practice of vocabulary

<https://youtu.be/3lqw-ZZED3Q>

Skate--Skating (they all shout in unison when they see the image), the teacher repeats, ok let's see a random one to see if they remember it, kicking they say it loudly seeing the image of the child kicking the ball, (kicking reaffirms the teacher) let's go with another random one, catching, someone said diving, let's go with going shopping, (they shout in chorus again) as it is, and let's go with ; and they say playing video games and by repeating how it is, they use their fingers against the station as if pressing something.

1. <https://youtu.be/nCHFcdODyzE>

Looking at the board, Hanna mimics and the others imitate wash my face (touches her face) brush my teeth, (brushing mime and her classmates follow her, make my bed, (throwing like a blanket) clean my room, (like cleaning with a broom) take out the trash like throwing something away.

2. https://youtu.be/YCM_3GEi1Xk

The idea is that we are going to dress the doll, this is one of the activities that will appear (explaining with the image on the television)

Profesor:

So here is do my... what is she doing?

-teacher is a man – she is not a girl says the teacher, she is doing her homework

- So, what do I need to write?

-homework, homework (reaffirms the teacher), I must write it correctly, because if I write it wrong, then I will lose the points, this is an exercise for me to fit in, I will give it done, and I will start dressing the doll ready, next.

It looks small but, and what are they doing?

-Talking

- Meet my Friends, very good, thank you Mariana, meet my Friends, let's say that I was wrong, instead of writing Friends, I wrote Griends, so what happened, I marked an x, it means that I lost a few points there

when it was going to appear on my platform, if he dressed the doll but he lowered a point that was in the letter that I was wrong, when it will come out on my platform

- The next one, this is the one that follows, let's learn it so that we can pronounce it correctly, which one was it, the teacher touches her wrist and says the time, who remembers it? – The teacher points out where she heard: be on time, we'll be on time, I missed once again, I can erase, and change, ready next.

-This is he is cleaning his room,

- Clean my room (in chorus), what happens is that the drawings are very small, but I'm clarifying them.

- They know this very well, I already returned with the little arrow take out the trash a child says ash, it is quite useful to learn the spelling as they are in the spelling of each word.

- Ready now, I only have the last one left, it doesn't look so much

- But remember that when you have the screen to yourself, and those who don't have the solution is to attend, oh, don't let me put the s, make my bed (says a girl)

And in this case, I have already finished, we do it here and then you practice it at home when you have homework, how do I know that I have homework? So, I'm going to enter with one of your identity cards, there is someone who knows your card. ready ya

3. <https://youtu.be/Y0q6Tustikw>

Eliana says: I am light hair, some students say her have, she says I am, I have light hair, she says, Wait teacher I read it: she stands behind the character and corrects I have light hair, the teacher reaffirms “I have light hair” very good, your group celebrates.

4. https://youtu.be/1JgTS36l_n4

Please with enthusiasm, with happiness, please read aloud what do you think. she is smart, quickly Luis Miguel, who is smart? a now you are... please... Luis Miguel dice: I am smart, very good.

Appendix E. Transcription of videos with fifth-grade students

https://youtu.be/1_26bfek4os

-Teacher: voy a grabar la última partecita para que quede la evidencia

Okay. Después de que make a fist, (realizando la mímica del puño frente a la cámara) thumb up (recibiendo la respuesta física de algunos estudiantes) si ustedes se dan cuenta es con la lengua metida entre los dientes, tha, tha, así como bla, thumbs up, pulgares arriba, Your shoulders lift your shoulders. Lift your shoulders, levanta tus hombros Lift your shoulders. The behind the bottom. Behind the bottom behind que es ya la cola atrás, the pigeon toe, pies de paloma, Tongue. Tongue. Stick up your tongue Bueno vamos a ver si alguien de un quinto que quiera, voy a hacerlo en desorden me regala Fabián López, lift your shoulders, your shoulders, your shoulders. Three times. -Excellent. Fabian, lift your shoulders. -Thanks Fabian. Helen. Sophia. Helen, Sophia on your marks Helen, Sophia, on your marks, lo repito tres veces si veo que no reacciona le decimos a otro compañero que le ayude, como iniciaba vamos a ver si le ayuda David Melgarejo, Excellent. And David Very good. And it's that right, that is the right movement and your marks, en sus marcas, creo que en español decía: compañía.

Alguien de Quinto 4, ya lo llamo, es que no lo veía, ya lo llamo que lo había visto alguien de quinto 4 se pone de pie y le doy la instrucción a ver si estaba atento, please stand up, a volunteer

Para darle la instrucción, creo que en quinto 4 estaban todos sentados, creo que alguien se paró, ya se volvió a sentar, no hubo voluntario, vamos con Dani Quinter, stretch your arms

. Your arms. Excellent. Dani. There is the movement. Estira tus brazos

Alguien de Quinto 6 que haga the bottom behind, alguien que se levante, behind o bajain que ambas aplican se están parando, pero no están haciendo el ejercicio

---Profe, no la escuchamos bien

Ah no me escuchan bien, bueno estoy diciendo, the bottom Behind, Behind of Behind the Bottom, behind. Yo no sé si lo están haciendo, sé que estiraron los brazos, pero la cola no se fue para atrás, creo que por allá un compañero la hizo, ya lo vi.

Michelle now at your tongue, stick up your tongue.es la ultima exactly.

Bueno ese era el ejercicio inicial les agradezco a quien lo pueda repetir, hacerlo con esto terminamos, y pasamos al ejercicio final con el que cerramos al final e iniciamos la siguiente, este por lo general es un ejercicio de activación que se hace al inicio de las clases the warm up y vamos a completarlo entonces yo voy a poner a los chicos nuevamente

Video. Cho cho wa your mark on your, stretch your arms. Make a fist. Make a fist, thumbs. Up, up. Lift your shoulders. Your shoulders. Head up high, your button behind pigeon toed. Now stick out your tongue. (Unos observan, otros escriben, otros imitan)

Okay. entonces para quienes de pronto no hayan copiado los comandos, ojalá la próxima ya lo tenga listo.

Parte repetida del video min 7:30 to 18:30--your shoulders. They leave your shoulders, leave your shoulders, lead your shoulders. The head up. Tongue. Tongue. Tongue, your shoulders, your shoulders.

Three times. Excellent. Leave your shoulders Rafael no lo veo.

On your mark. On your mark. Stretch your arms. Shake arms. Make a fist. Make a fist. Thumbs up.

Thumbs up. Lift your shoulders. Lift your shoulders. Head up high. Yeah, up high. Your button behind it wasn't behind. Pigeon toed. Pigeon toed. Now stick out your tongue. Yeah.

Second video: <https://youtu.be/3lqw-ZZED3Q>

Skate--Skating (gritan todos a unísono al ver la imagen), la docente repite, ok vamos a ver una al azar a ver si la recuerdan, kicking lo dicen fuerte viendo la imagen del niño pateando el balón, (kicking reafirma la docente) vamos con otra al azar, catching, alguien dijo diving, vamos con going shopping, (gritan en coro de nuevo) como es, y vamos con ; y ellos dicen playing video games y al repetirle como es, usan sus dedos contra el puesto como pulsando algo.

Third video <https://youtu.be/nCHFcdODyzE>

Hanna que mira al tablero hace la mímica y los demás imitan wash my face (toca su cara) brush my teeth, (mimica de cepillandose y sus compañeros la siguen, make my bed, (lanzando como la cobija) clean my room, (como limpiando con una escoba) take out the trash como botando algo.

Fourth video https://youtu.be/YCM_3GEi1Xk

<https://youtu.be/KbQLjcC1E> 8 practicing parts of body to describe later. Movements

<https://youtu.be/nhrKJiwOOhI>

Appendix F. Chunks of movements, imitation based on videos, poster to associate images and vocabulary



[https://youtu.be/nCHFcdODyzE:](https://youtu.be/nCHFcdODyzE)

Appendix G. English Festival to evidence TPR and pronunciation



<https://www.youtube.com/watch?v=2xHUP9kyHwI>

(Min 1:47... mimic of movements and vocabulary of verbs- min 4:29.)



Appendix H. Field diaries

DIARIO DE CAMPO No. 1		
Fecha: 03/03/2022	Hora de inicio: 8:00	Hora de cierre: 10:00
Institución educativa: Colegio Técnico nuestra señora de la presentación	Tema: Dialogues	
Nombre del docente en formación:	Sandra Viviana Bayona Ángel	
Maestría	Maestría en mediación pedagógica del aprendizaje del inglés	
Nombre del docente de Acompañamiento de la UNAD:	Not applicable	
No. De estudiantes o participantes:36	Grado: 5-3	
Tipo de práctica que desarrolla en el curso	Marque con una X el tipo que práctica que realiza <input type="checkbox"/> Observación <input type="checkbox"/> Inmersión <input checked="" type="checkbox"/> Investigación	
Actividad, proceso o clase en la que participa	Likes and dislikes	
Propósito de la actividad, proceso o clase en la que participa: Practicing likes and dislikes		
CONTEXTO DE IMPLEMENTACIÓN		
Describir la comunidad participante, edades, características especiales y observadas y el contexto de la I.E. y/o comunidad étnica 5-3 it is a grade composed of Thirty-five children, the average age is 10, they are very enthusiastic, it is a group that needs to be frequently being remembered the rules because they are a little noisy.		
DESCRIPCIÓN:		
Describir el momento inicial:	At first, there was an activity as a warm-up that started with the hangman game, guessing vocabulary about likes and dislikes, there were teams and one of them had to say a lyric to try to complete words to avoid being hung.	
Describir el desarrollo de la Sesión	After this first activity, the teacher asked questions about what kind of activities they like or dislike, first in their mother tongue, that is presented to clarify, moreover, the teacher was receptive to the doubts, and she clarified each time that the students expressed their questions.	
Describir las estrategias didácticas desarrolladas y cómo estas favorecen la apropiación y el aprendizaje de los fundamentos disciplinares trabajados.	The teacher involved TPR with short videos and audios, then she paused sentences and she asked them what verb did they listen, the teacher repeated each verb, for instance: "she is playing piano", playing and she tried to imitate the verb. And other hobbies like jumping, running, watching TV, swimming, dancing, singing, studying. Visual aids are a good point to train brain memory and to reinforce the real pronunciation and features to consider in this learning process. In this case, the acquisition of language is learner-centered because they lead the class.	
Conclusions	This class emphasized teaching comprehension of words, and the skill of listening, Teacher taught with some audios containing short reading passages or dialogues in the foreign language. "Theoreticians insisted that dialogue and pattern drill was "the way" to teach language" (Krashen, 2009, P 12) There was a sequence in the lesson, presentation (first they watched the video, after and along with the class they had the chance to practice the pronunciation and actions that let reinforce the learning, for this reason, the teacher tried to follow all the steps, and most of time children enjoyed the routines, they asked for the next step and the enthusiasm and motivation persisted all the class.	
INTERPRETACIÓN		

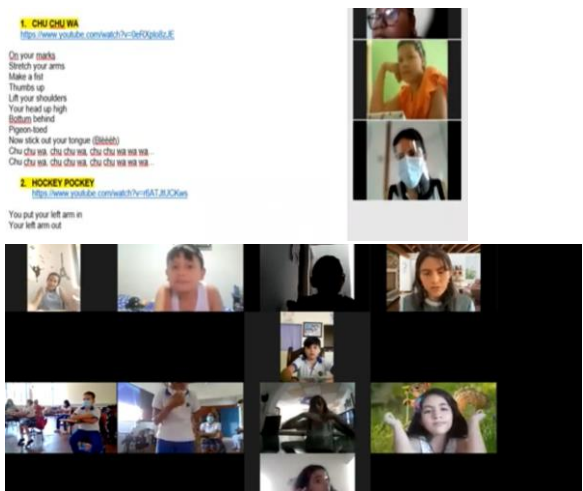
Identificación de cualidades, habilidades, actitudes, competencias, paradigmas, modelos mentales, juicios, emociones y creencias que se dan en la sesión.	In this case, adult speech to clarify the pronunciation provides good training to acquire a second language. That allows the students to be more secure and the teacher promotes speaking without fears, despite making mistakes in the process. The teacher almost always used games for the warming up, other times in the middle of the class, and the students were attentive to participate and develop their skills, besides, the perfect complement was the movement to make more understandable this topic, the choir of the song was really catchy and the students showed pleasure in the process following actions, because “speech directed to young children consists primarily of commands, which children respond to physically before they begin to produce verbal responses (Richards, J., & Rodgers, T. 2001, p 73)
ARGUMENTACIÓN	
Analizar como los procesos influyen en las relaciones académicas, personales y profesionales que se dan en el ámbito educativo del docente en formación	In this case, the teacher is the model, and controller, students are imitators, and the exercises reinforced the understanding of the topic And after repeating the dialogues the students enhanced their skills to recognize a message and the necessary topic in the class. In this class the teacher was in charge of leading, making the pauses, and correcting mistakes, and the other part was learners-centered when they have the chance to participate and develop the skills, through the commands, rhythm, and movement they incorporated new vocabulary in the target language, in this sense “By focusing on meaning interpreted through movement, rather than on language forms studied in the abstract, the learner is said to be liberated from self-conscious and stressful situations and is able to devote full energy to learning.” (Richards, J., & Rodgers, T. 2001, p 75)
AUTOEVALUACIÓN	
Aspectos en los que usted como docente en formación considera que debe trabajar para su mejoramiento	A good teacher is always encouraging us to speak in the right way and we need to handle assertive language and look for appealing strategies to attract the students, that is the real challenge to make interesting classes and guide the student to comprehension. This kind of activity in class calls my attention and motivates me, because the students are alert and attentive to the next step in the class, and they show their enthusiasm for the acquisition of a foreign language without pressure. .

DIARIO DE CAMPO No. 2		
Fecha: 18/05/2022	Hora de inicio: 6:00	Hora de cierre: 8:00
Institución educativa: Colegio Técnico nuestra señora de la presentación	Tema: can and can.t	
Nombre del docente en formación:	Sandra Viviana Bayona Ángel	
Maestría	Maestría en mediación pedagógica del aprendizaje del inglés	
Nombre del docente de Acompañamiento de la UNAD:	Not apply	
No. De estudiantes o participantes: 43	Grado: 5-3	
Tipo de práctica que desarrolla en el curso	Marque con una X el tipo que práctica que realiza _x_ Observación ___ Inmersión ___ Investigación	
Actividad, proceso o clase en la que participa	English can and can ´t	
Propósito de la actividad, proceso o clase en la que participa: Practicing can and can ´t in affirmative and interrogative form.		
CONTEXTO DE IMPLEMENTACIÓN		

<p>Describir la comunidad participante, edades, características especiales y observadas y el contexto de la I.E. y/o comunidad étnica 5-3 it is a grade composed of many girls and few boys, the average age is 10 they are very enthusiastic, they are more autonomous about the tasks than others, they are more sensitive to what their classmates think, and that is why each comment can encourage or generate fear to achieve the goals.</p>	
DESCRIPCIÓN:	
Describir el momento inicial:	At first there is an activity, used as a warm-up, that started with mimics to guess the vocabulary about sports and hobbies, it was in teams and one of them had to say the word that the classmates tried to express without words.
Describir el desarrollo de la Sesión	After, the teacher asked questions about what kind of exercises, hobbies, or sports could each student do? To practice the hobbies and routines
Describir las estrategias didácticas desarrolladas y cómo estas favorecen la apropiación y el aprendizaje de los fundamentos disciplinares trabajados.	Children imitate single or meaningful phrases, for example, the teacher repeated, can you swim? You have two options, yes, I can in affirmative form or No, I can't, in negative form and she tried to reply to the exercise, Sophia: "can you climb" and she said No, I can't, and so on with different lines, besides some imitation of movements were done in the class.
Conclusiones	It is clue modeling, imitating, because it is the first stage to approach the rules, and thus the language learning implies being aware of rules and the correctness is positive in a conscious term, maybe in a subconscious not, but it is important to identify the mistakes and try to avoid them.
INTERPRETACIÓN	
Identificación de cualidades, habilidades, actitudes, competencias, paradigmas, modelos mentales, juicios, emociones y creencias que se dan en la sesión.	Maybe this kind of correctness is focusing on structure or form, although, some of the meaning, the idea is to know the real order and can express it in a proper way, besides implying the use of the body as a complement.
ARGUMENTACIÓN	
Analizar como los procesos influyen en las relaciones académicas, personales y profesionales que se dan en el ámbito educativo del docente en formación	The teacher, in this case, tries to introduce different strategies. First of all, a game, a question to involve all the class, and this effort to teach allows us to know that we need to think about a variety of resources and maybe act according to the children and topics.
AUTOEVALUACIÓN	
Aspectos en los que usted como docente en formación considera que debe trabajar para su mejoramiento	In this class, I realized that I need to go in depth in strategies to encourage me to speak in English. because most of the time they were afraid to say words in English, even those that they had studied.

DIARIO DE CAMPO No3,		
Fecha: July 15th	Hora de inicio: 9:40am	Hora de cierre: 11:40
Institución educativa: Colegio técnico Nuestra señora de la presentación San gil	Tema: to follow commands and give an overview of the practice	
Nombre del docente en formación: Sandra Viviana Bayona Ángel	Sandra Viviana Bayona Ángel	
Master	Maestría en mediación del aprendizaje del inglés	
Nombre del docente de Acompañamiento de la UNAD:	Edwin Londoño	
No. De estudiantes o participantes: 35	Grado: FIFTH GRADE	
Tipo de práctica que desarrolla en el curso	Marque con una X el tipo que práctica que realiza <input checked="" type="checkbox"/> Inmersión <input type="checkbox"/> Investigación	
Actividad, proceso o clase en la que participa	Leading class to follow commands	

<p>Propósito de la actividad, proceso o clase en la que participa: To give an overview about the classes to be practiced and to reinforce vocabulary and commands with fifth graders, taking into account that they will be in high school the next year and they need to increase their levels in all skills.</p>	
<p>CONTEXTO DE IMPLEMENTACIÓN</p>	
<p>Describir la comunidad participante, edades, características especiales y observadas y el contexto de la I.E. y/o comunidad étnica The school is in an urban area, it is fifth grade, they are children approximately ten or eleven years old, most of them belong to the urban area, others live in the rural area, their level is basic in English, they support their English classes paying to an extra-teacher to reinforce the class. 5-3 is a grade composed of thirty-six children, girls and boys, the average age is 10, they are very enthusiastic, they are a group that needs to be frequently being remembered the rules because they are a little noisy. Since the classroom is not proper to carry out a good participation, then the importance to captivate their attention through the strategies that strengthens the basic vocabulary, to achieve a good basis to face high school.</p>	
<p>DESCRIPCIÓN:</p>	
<p>Describir el momento inicial:</p>	<p>The students of fifth grade requested support in their classes due to that reason, some sessions will be to review topics like past tense or vocabulary like: numbers, prices, clothes, questions, comprehension of paragraphs, and routines</p>
<p>Describir el desarrollo de la Sesión</p>	<p>In this session the idea was to continue the motivation to attend and to reinforce the skills through different activities and with the support of the platform Pantropical and other apps like hangman. Additionally, it was necessary to emphasize the following of directions, having as a base some songs to practice in some classes, then students could use their movements matching to the vocabulary used in the rhythms. In addition, we talk about helpful activities for achieving progress in their learning process. Students were attentive to the instructions and participated with enthusiasm along with the class. To describe some characters, then with the song of “cho cho wa” they could introduce some adjectives such as we are smart, and courageous, we are strong and friendly, we are creative. To repeat and imitate a sign to associate with the word before moving the parts of the body because they were preparing the English festival with some characters of superheroes to show their description. Moreover, each name of each part of the body is becoming clearer. What is identified with the use of this activity, is that the students enhanced their level of vocabulary retention with the help of visual and kinetic elements, and they could express with mimics and good pronunciation in the English festival as well with songs as “cho cho wa” “we are the world” try everything (I won’t give up, not I won’t give in till I reach the end then I start again)</p>
<p>Describir las estrategias didácticas desarrolladas y cómo éstas favorecen la apropiación y el aprendizaje de los fundamentos disciplinares trabajados.</p>	<p>Using videos and TPR to get the attention of the children is very useful, this activity was successful because all the class was focused on following the model and trying to repeat with the best attitude, and in this case, the activity was learner-centered. Being that in this case, the teacher was just a coach because she encouraged them to do their best and try again to improve details. Besides it was the pretext to make rehearsal for English Festival, when the students were pending to show the vocabulary learned and the association with movement, words, and meaning.</p>
<p>Conclusiones</p>	<p>This class was the first approach and I tried to promote their participation all the time, to lose the fear, avoid being in passive way, instead being active to participate, and to achieve better outcomes.</p>
<p>INTERPRETACIÓN</p>	
<p>Identificación de cualidades, habilidades, actitudes, competencias, paradigmas, modelos mentales, juicios, emociones y creencias que se dan en la sesión</p>	<p>I think that the use of internet applications is valuable for students, because they have the chance to practice with the platform and this kind of resource in high school will be used to greater extend, therefore, they need to train in it, besides this kind of aids is helpful for them in the</p>

	acquisition of new vocabulary
ARGUMENTACIÓN	
Analizar cómo los procesos influyen en las relaciones académicas, personales y profesionales que se dan en el ámbito educativo del docente en formación	This space with these fifth graders has been the chance to exchange meaningful experiences, starting with a motivation for the foreign language, the class as a teacher could give space to practice speaking moments, since we are almost always in charge to lead the class with our language as tutors, but on this occasion was the chance to listen to the student's voice and enjoy these movements together, triggering a better environment for the learning
AUTOEVALUACIÓN	
Aspectos en los que usted como docente en formación considera que debe trabajar para su mejoramiento	As a teacher in a training process, it is very important to motivate students and try to engage their attention to achieve better results, because when they are enthusiastic is easier to learn in a better way.
EVIDENCIAS	
Registre el Link del drive del archivo de evidencias de la sesión. <i>Estas pueden ser: fotografías de los trabajos realizados por los integrantes de la comunidad educativa, listado de asistencia a clases, encuestas, entrevistas, fotografías y/o videos (tener en cuenta el consentimiento informado para fotografías y/o videos)</i>	<p>para registrar evidencias de su práctica pedagógica, debe crear un drive en su correo institucional o de Gmail que guarde y organice por fechas los registros de las evidencias.</p>  <p>https://youtu.be/xbrUsnPRkS8</p>

DIARIO DE CAMPO No. 4		
Fecha: 10/08/2022	Hora de inicio: 8:45	Hora de cierre: 10:45
Institución educativa: Colegio Técnico nuestra señora de la presentación	Tema: adverbs of frequency	
Nombre del docente en formación:	Sandra Viviana Bayona Ángel	
Maestría:	Maestría en mediación pedagógica del aprendizaje del inglés	
Nombre del docente de Acompañamiento de la UNAD:	Not apply	
No. De estudiantes o participantes: 36	Grado: 5-3	
Tipo de práctica que desarrolla en el curso	Marque con una X el tipo que práctica que realiza <input checked="" type="checkbox"/> Observación <input checked="" type="checkbox"/> Inmersión <input type="checkbox"/> Investigación	
Actividad, proceso o clase en la que participa	Descriptions	
Propósito de la actividad, proceso o clase en la que participa: Learn and identify the right sentence using adverbs		
CONTEXTO DE IMPLEMENTACIÓN		

<p>Describir la comunidad participante, edades, características especiales y observadas y el contexto de la I.E. y/o comunidad étnica. 5-3 it is a grade composed of thirty-six children, the average age is 10, they are very enthusiastic. They are a group that needs to be frequently being remembered the rules because they are a little noisy, but they are really attentive and are interested on continuing to improve</p>	
DESCRIPCIÓN:	
Describir el momento inicial:	<p>Firstly, the teacher was pending of maintaining the order, she this time retook the topic of the three last classes. This demonstrates that she is interested in meaningful learning to connect the last knowledge with the new one.</p>
Describir el desarrollo de la Sesión	<p>After the review, the teacher summarized the main ideas with questions and students seemed to recognize the suitable words in different sentences to complete the exercises in the workbook and practicing descriptions. For that reason, the support with flashcards and poster made for them were really helpful.</p> <p>“Shakira has long hair”, “Messi is sporty and handsome” “BTS are good-looking, and they have blonde hair”, “my father has a mustache and is talkative” it means that they were developing the memorization and comprehension of some words that they had practiced before with images and movements and now they had the chance to express with a simple speech.</p>
Describir las estrategias didácticas desarrolladas y cómo estas favorecen la apropiación y el aprendizaje de los fundamentos disciplinares trabajados.	<p>In this case, the routines were repeated many times with the help of movement to achieve a better approach to meanings, and to awaken the interest and the attention of the learners.</p> <p>A students tried to lead the group looking at the blackboard to remind the right words to refer the routines.</p> <p>She said and repeated the routine with the action, for example take a shower and she moved her hands to simulate this issue, also take out the trash, then she moved her arms simulating throwing garbage to other side, the rest of the students imitated the model of their classmate to interiorize and understand the meaning and associate action with specific lexis.</p>
Conclusiones	<p>The teacher reviewed with her students, kept interaction with everybody, answered questions, repeated sentences, did feedback, checked the book, she showed all the time enthusiasm, and she was monitoring the class, the learning, and the behavior.</p>
INTERPRETACIÓN	
Identificación de cualidades, habilidades, actitudes, competencias, paradigmas, modelos mentales, juicios, emociones y creencias que se dan en la sesión.	<p>In this kind of exercise, it is necessary to understand the meaning of the Word keys, in this case sometimes, never, and always and can associate the right order, besides checking the real answers and correct the mistakes in the class. But the students need to clarify in their mother tongue most of time, since they still don't know enough vocabulary and grammar to communicate their ideas, because “the first language is maintained as the reference system in the acquisition of the second language”. (Richards, 2001, p.6)</p>
ARGUMENTACIÓN	
Analizar como los procesos influyen en las relaciones académicas, personales y profesionales que se dan en el ámbito educativo del docente en formación	<p>To reach a high level in a foreign language it is necessary a conscious knowledge of rules, and real meanings, in addition, is a key to take into account that this process is not quick, it needs enough time to increase the competencies and outcomes in the target language and the extra-aids with the movement.</p>
AUTOEVALUACIÓN	
Aspectos en los que usted como docente en formación considera que debe trabajar para su mejoramiento	<p>In all cases it is important to bring many tools, because some students are very visual learners, then the flashcards or drawings are key, others prefer to work alone to gap-fill and enjoy this type of exercise, then, in this case, the book is a good tool, meanwhile, there are students that have an interpersonal way to learn or acquire knowledge, that is the challenge of any teacher, to be able to think about the differences that exist within a classroom and the different requirements.</p>

DIARIO DE CAMPO No5		
Fecha: September 6th	Hora de inicio: 9:40am	Hora de cierre: 11:40
Institución educativa: Colegio técnico Nuestra señora de la presentación San gil	Tema: Online shop and prices	
Nombre del docente en formación: Sandra Viviana Bayona Ángel	Sandra Viviana Bayona Ángel	
Maestría	Maestría en mediación pedagógica del aprendizaje del inglés	
Nombre del docente de Acompañamiento de la UNAD:	Edwin Londoño	
No. De estudiantes o participantes: 35	Grado: FIFTH GRADE	
Tipo de práctica que desarrolla en el curso	Marque con una X el tipo que práctica que realiza <input checked="" type="checkbox"/> Inmersión <input type="checkbox"/> Investigación	
Actividad, proceso o clase en la que participa	To reinforce some numbers, to give prices, and participate with question and answers.	
Propósito de la actividad, proceso o clase en la que participa: To promote student's communicative skill describing ... what are you wearing according to the seasons and practicing with questions and prices.		
CONTEXTO DE IMPLEMENTACIÓN		
Describir la comunidad participante, edades, características especiales y observadas y el contexto de la I.E. y/o comunidad étnica The school is in an urban area, these fifth graders are children approximately ten or eleven years old, most of them belong to the urban area, others live in the rural area, and their learning is basic in English.		
DESCRIPCIÓN:		
Describir el momento inicial:	In this part the students described themselves, in relation to their clothes in a simply free manner. Then, we showed students pictures of different vocabulary about clothing. For example, photographs of hobbies, jackets, swimsuits, etc.... and for different seasons to remember the vocabulary seen in their book units	
Describir el desarrollo de la Sesión	The students designed posters choosing specific clothes, and put questions and answers using the next questions: -How much is this? It's __ dollars.... and cents, How much are those? They're ___ dollars And cents As a teacher I take advantage of these sentences and asked questions about vocabulary, for example, what is the meaning of sandals or maybe what other shoes do you know? Besides, I split the students into pairs to create a role play where they asked and answered about the posters that they created in the first part of questions like "what are you wearing" then the first student used a proper vocabulary of the topic and the second student listened to the partner and complemented with questions, maybe what do you do in winter or in the beach? -Afterward, the second student showed some characters with different clothes and asked using the pictures: is he wearing a white sweater? to practice, this part required a lot of support.	
Describir las estrategias didácticas desarrolladas y cómo éstas favorecen la apropiación y el aprendizaje de los fundamentos disciplinares trabajados.	The audio-lingual method to repeat some clothes and practice before asking and giving prices was very useful, the online or real shop is a meaningful experience because it involves the chance to practice with others, to design some posters, and to use the web or colors and paper to carry out this interactive activity, and the TPR to have a simulation of an online and real shop.	
Conclusiones	I would like to improve each time more my skills in language to achieve better engagement with my students, because I noticed a lot of talent in them.	

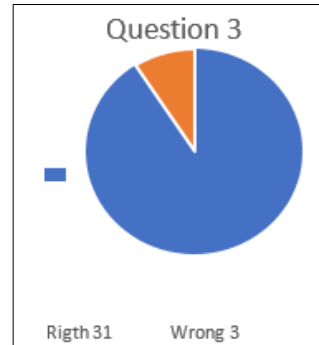
INTERPRETACIÓN	
Identificación de cualidades, habilidades, actitudes, competencias, paradigmas, modelos mentales, juicios, emociones y creencias que se dan en la sesión	Maybe the part of asking questions is not easy for students because it implies creating a sentence, since the learners needed to be sure to express themselves and most of them are fearful of making mistakes, then this part needed to activate the vocabulary and reinforce with my questions and support, but they tried and took the risk and that is the goal and satisfaction.
ARGUMENTACIÓN	
Analizar cómo los procesos influyen en las relaciones académicas, personales y profesionales que se dan en el ámbito educativo del docente en formación	It is important considering that there are many thoughts and ways to learn in our classroom and a good lesson plan always needs to include some activities for students to do individually, some for students to do in pairs or small groups, and some for students to do as a whole class, and the teachers need to involve a variety of them. I noticed that students are more enthusiastic when applying games and contest activities because it is a challenge. The affective filter hypotheses claims that one way is the ability to find pleasure in learning and also teaching, and to acquire a second language involves many features such as interest, the connection between the old and new knowledge and to scale to reach the summit despite making the same mistakes many times.
AUTOEVALUACIÓN	
Aspectos en los que usted como docente en formación considera que debe trabajar para su mejoramiento	The long process of researching the methods, designing resources, articulating in a template is helpful, but it takes a while. Really the lessons are a good tool for teachers, being that with them, we can organize better the tasks and take advantage of the planning. After preparing several lesson plans, it is evident that the responsibility of the teacher is enormous to try to engage the interests of the student and also generate progress in their learning process from planning, taking into account the stages and the likes and abilities they have.

Appendix I. Analysis question by question

In question 3 they were asked a text where they could activate their abilities, and thus be able to understand and develop the exercises and accordingly answer the question that followed, only 3 children answered wrong, the rest of the children, 31, answered correctly; This makes it clear that they have good command of vocabulary and have a good reading comprehension, which in one way or another is reflecting the impact of identifying vocabulary and the construction of knowledge by taking their prior knowledge and comparing it with what they have acquired to put it into practice in context.

-Read the following text to answer the question 3
 I am Richard and I going to talk about different people, first my teacher Mary has dark hair and brown eyes, she is very smart, but she never eats fast food like hot dogs, because she is sporty; Second my cousin Michael is really lazy, he has spiky hair and is very tall, he sometimes does his homework but always goes to bed before 11:00 pm; third my aunt is Anne , she is beautiful but is shy , she never watches TV.

3. What does Anne look like?
 A. She is beautiful
 B He is sporty
 C She is beautiful. She has brown eyes
 D They have spiky hair



In question 4, the management of costs in English was introduced, testing the skills and concepts that they have carried out so far, such as numbers from 1 to 100 and speaking; the results were satisfactory, since only 3 children answered incorrectly and 31 were correct.

4. Mark the correct answer (how would you write the following number) 294,325
 A. two hundred ninety-four dollars and thirty-two cents
 B. Two thousand ninety-five dollars and thirty-two cents
 C. Two hundred ninety-four dollars and forty- two cents
 D. Two thousand sixty-four dollars and forty-two cents



T. 0401137863

(Analysis) Listen your teacher to answer this question. According to the frequency adverbs and the information given in the charts

FREQUENCY ADVERBS

- always
- usually
- often
- sometimes
- occasionally
- rarely
- never

5. Choose the right option

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
☆	✓		✓				✓
♥	×	×	×	×	×	×	×
←	✓	✓	✓	✓	✓	✓	✓

♥ = eat eggs (Eggs)

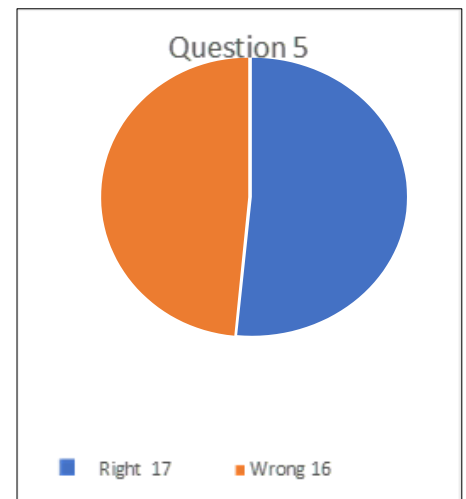
← = Take a shower (Shower)

☆ = Clean the room (Clean the room)

A. the boy sometimes takes a shower
 B. The boy never cleans the room
 C. The boy always takes a shower
 D. The girl always eat eggs

Question 5, was about frequency adverbs; They were left with a table, in which they had to analyze the information, and according to the content of the table they had to respond in the most truthful and consistent way. This topic left doubts in half of the students, since only 17 answered correctly, while 16 had it incorrect. They were very tied on this topic, which indicates that despite recognizing some routines it is still difficult for them to associate them, which invites us to continue developing this topic with more TPR exercises to achieve a better development.

In question 6 they were given an exercise in which they had to match the correct answer with the modal verb *should*, according to their previous knowledge. The answers were close, since only 17 children answered correctly and 16 incorrectly; leaving in evidence that they are still not clear about the subject and there are still shortcomings.

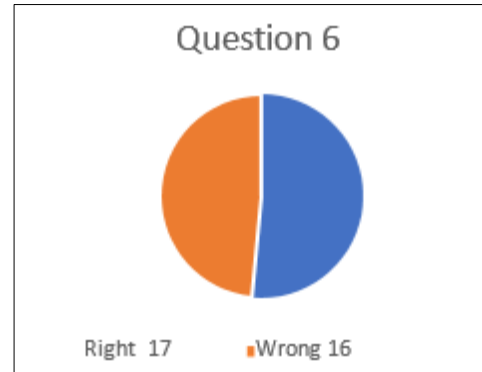


6. (Knowledge and application)
Remember that should is used to advice and must for an order



- According to the picture the best advice for yourself is:

- A. You always should brush your teeth
- B. They never should brush her teeth
- C. She sometimes Should go to bed
- D. We usually should brushes our teeth

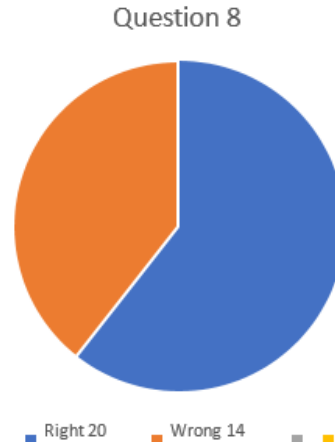
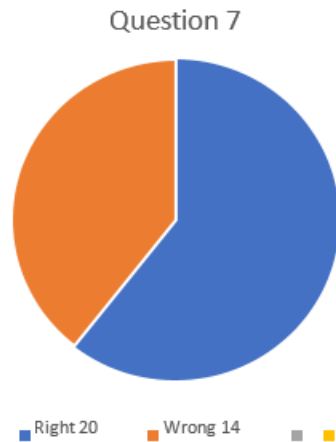


Questions 7 and 8 dealt mainly with skills such as reading comprehension and also analysis, based on frequency adverbs and knowing how to understand the text; within the two questions the students were varied, but the same factor of results. For question 7, 20 children answered correctly and 13 answered incorrectly, and this same result was reflected in question 8.

When Mary goes to bed, she usually brushes her teeth, but sometimes she forgets it and then she has to get up in the middle of the night to do it. Sometimes when My cousin = eat eggs = Take a shower = Clean the room Michael is too lazy, he sets up an alarm to get up early in the morning and my dad Charlie always go to bed late because of his work.

8. Who goes to bed late?
A. Mary B. Charlie C. My cousin D. Michael

9. How often does Mary brush her teeth?
A. always B. never c. sometimes D. Usually



Appendix J. Diagnostic test and term evaluations

Questions PRE-TEST	P1	P2	P3	P4	P5	P6	P7	P8	TOTAL SCORE
STUDENT 1	R	W	W	W	W	R	R	R	2,5
STUDENT 2	R	R	W	R	R	W	R	W	3,2
STUDENT 3	R	W	W	R	R	W	W	W	2
STUDENT 4	W	W	W	R	W	R	W	R	2
STUDENT 5	R	W	R	R	W	R	R	W	3,2
STUDENT 6	R	W	W	W	R	W	W	R	2
STUDENT 7	R	R	W	R	W	W	W	R	2,5
STUDENT 8	W	W	R	R	W	R	R	W	2,5
STUDENT 9	W	R	W	W	R	W	R	R	2,5
STUDENT 10	R	R	W	R	R	W	R	W	3,2
STUDENT 11	W	R	W	W	W	W	R	W	1,2
STUDENT 12	W	W	R	W	W	R	R	R	2,5
STUDENT 13	R	W	W	W	R	W	R	R	2,5
STUDENT 14	R	R	R	W	R	W	W	W	2,5
STUDENT 15	R	W	W	W	W	R	R	R	3
STUDENT 16	W	W	W	R	R	W	W	R	2
STUDENT 17	R	W	W	W	R	W	R	R	2,5
STUDENT 18	W	R	W	R	W	W	R	W	2
STUDENT 19	W	W	W	W	R	R	W	R	2
STUDENT 20	W	R	W	W	W	R	R	W	2
STUDENT 21	W	W	R	R	W	R	R	W	2,5
STUDENT 22	R	R	W	R	R	W	R	W	3,2
STUDENT 23	W	W	R	W	W	R	R	W	2
STUDENT 24	R	W	W	R	R	W	R	W	2,5
STUDENT 25	W	R	R	R	W	W	W	W	2
STUDENT 26	R	W	W	R	R	W	R	W	2,5
STUDENT 27	R	W	W	W	R	W	R	W	2
STUDENT 28	W	R	R	W	W	W	R	W	2
STUDENT 29	W	R	W	R	R	W	R	R	3,2
STUDENT 30	R	W	R	R	W	R	R	W	3,2
STUDENT 31	W	W	R	R	W	R	R	W	2,5
STUDENT 32	R	W	R	W	W	R	R	W	2,5
STUDENT 33	R	W	R	R	W	R	W	W	2,5
STUDENT 34	R	W	W	W	W	R	R	W	2
									82,4
AVERAGE									2,423529412

R= RIGTH ANSWERS. W= WRONG ANSWERS

Questions POST TEST	P1	P2	P3	P4	P5	P6	P7	P8	TOTAL SCORE POST TEST
STUDENT 1	R	R	R	R	R	R	R	R	5
STUDENT 2	R	R	R	R	W	R	W	W	3,5
STUDENT 3	R	W	R	R	W	W	W	W	2
STUDENT 4	R	R	R	R	W	R	W	W	3,2
STUDENT 5	R	R	R	R	R	W	R	W	3,8
STUDENT 6	R	R	R	R	W	R	W	W	3,2
STUDENT 7	R	R	W	R	R	W	W	R	3,2
STUDENT 8	R	R	R	R	R	R	R	W	4,5
STUDENT 9	R	R	R	R	R	R	R	R	5
STUDENT 10	R	R	R	W	R	R	R	R	4,5
STUDENT 11	R	R	R	R	W	R	W	W	3,2
STUDENT 12	W	R	R	R	R	R	W	W	3,8
STUDENT 13	R	R	R	R	W	R	R	R	4,5
STUDENT 14	R	R	R	R	R	R	R	W	4,5
STUDENT 15	R	R	R	R	R	R	R	R	5
STUDENT 16	R	R	R	R	R	R	W	W	2,5
STUDENT 17	R	R	R	R	W	W	R	R	3,8
STUDENT 18	R	R	R	R	W	W	R	W	3,2
STUDENT 19	R	R	R	R	W	W	W	R	3,2
STUDENT 20	R	R	R	R	R	R	W	W	3,8
STUDENT21	R	R	R	R	R	W	R	W	3,8
STUDENT 22	R	R	R	R	W	R	W	R	3,8
STUDENT 23	W	W	R	R	R	W	W	W	2
STUDENT 24	R	R	R	R	W	W	R	W	3,2
STUDENT 25	R	R	W	R	R	W	R	R	3,2
STUDENT 26	R	R	W	R	R	R	R	W	3,8
STUDENT 27	R	R	R	R	W	W	W	W	2,5
STUDENT 28	W	W	R	R	R	W	W	W	2
STUDENT 29	R	R	R	R	R	R	R	R	3,5
STUDENT 30	R	R	R	R	R	R	W	W	3,8
STUDENT 31	R	R	R	R	W	W	R	W	3,2
STUDENT 32	R	R	R	R	W	R	R	W	3,8
STUDENT 33	R	R	R	R	R	W	R	W	3,8
STUDENT 34	W	W	R	R	W	W	R	W	2
									119,8
AVERAGE									3,523529412

R= RIGTH ANSWERS, W= WRONG ANSWERS

Note. Comparison pre-test- post test scores

Questions POST TEST	TOTAL SCORE POST TEST	TOTAL SCORE PRE-TEST
STUDENT 1	5	2,5
STUDENT 2	3,5	3,2
STUDENT 3	2	2
STUDENT 4	3,2	2
STUDENT 5	3,8	3,2
STUDENT 6	3,2	2
STUDENT 7	3,2	2,5
STUDENT 8	4,5	2,5
STUDENT 9	5	2,5
STUDENT 10	4,5	3,2
STUDENT 11	3,2	1,2
STUDENT 12	3,8	2,5
STUDENT 13	4,5	2,5
STUDENT 14	4,5	2,5
STUDENT 15	5	3
STUDENT 16	2,5	2
STUDENT 17	3,8	2,5
STUDENT 18	3,2	2
STUDENT 19	3,2	2
STUDENT 20	3,8	2
STUDENT 21	3,8	2,5
STUDENT 22	3,8	3,2
STUDENT 23	2	2
STUDENT 24	3,2	2,5
STUDENT 25	3,2	2
STUDENT 26	3,8	2,5
STUDENT 27	2,5	2
STUDENT 28	2	2
STUDENT 29	3,5	3,2
STUDENT 30	3,8	3,2
STUDENT 31	3,2	2,5
STUDENT 32	3,8	2,5
STUDENT 33	3,8	2,5
STUDENT 34	2	2
	119,8/4	82,4/34
AVERAGE	3,523529412	2,423529412

Note: Data collection average score in the activities during implementation of the TPR method

	First Term	Second term	Third term	Average
Student 1	3	3,9	2,7	3,2
Student 2	3,2	4,2	2,3	3,2
Student 3	3,4	3,7	2,5	3,3
Student4	4,2	4,1	3,7	4
Student5	3,5	4,1	2,7	3,5
Student 6	3,2	3,9	3,3	3,5
Student7	3,1	3,8	2,5	3,2
Student8	3,1	4,2	4	3,5
Student9	4	4,3	3,3	3,9
Student10	4	4,2	4	4
Student11	3	3,6	3	3,4
Student12	3,7	4,5	3,7	4
Student13	4,3	4,3	4	4,2
Student14	3,5	4,2	3,3	3,7
Student15	4,6	4,5	4,7	4,5
Student16	3,5	4,1	3	3,6
Student17	3,4	3,7	1,8	3
Student18	2,9	3,4	3,3	3,3
Student19	3,2	3,8	2,5	3,2
Student20	3,8	4,2	4,7	4,2
Student21	4,1	4,2	4,5	4,3
Student22	3,6	4,2	4	4
Student23	3,2	3,4	3,5	3,5
Student24	3,6	3,5	3,7	3,6
Student25	3,6	3,2	4	3,7
Student26	4,2	4	3,7	4
Student27	3,6	4,5	1,8	3,3
Student28	4,4	4,3	4	4,2
Student29	3,5	3,9	2,7	3,4
Student30	3,6	3,7	4,3	3,9
Student31	4,1	4,3	4	4,1
Student32	4,1	4,4	4,3	4,2
Student33	3,2	4,2	3,5	3,7
Student34	4,2	4,6	4,5	4,4
	3,64722222	4,03055556	3,47777778	3,73333333

Appendix K. Lesson plan

	COLEGIO TECNICO NUESTRA SEÑORA DE LA PRESENTACION	FORMACION INTEGRAL DEL ESTUDIANTE GUIA DE EDUCACION PERSONALIZADA	Código:	R-FE-011
			Versión:	01

WORKSHEET N° 1					
STUDENT:	SCHOOL OFFICE	A	SESSION	M	GRADE
SUBJECT	TEACHER:				
TERM :	TIME:				
1.TOPIC:					
Grade: fifth grade			Level: A1 y A2		

1. Learning objective (what will the student be able to do by the end of the activity?)

The students will be able to identify their free time activities and hobbies) and speak about them.

Using frequency adverbs

2. Learning skills (how are you going to include listening, speaking reading, and writing throughout the activity?)

In the first part, they will be reading and listening the instruction to simulate some routines like waking up or brushing teeth. Later for speaking they will participate with some sentences with words to describe this activity and for writing in the chat and in the workbook, they complete some drills.

3. Context: While students are listening, they imitate the action to involve movement.

Listen and say.

brush my teeth make my bed wash my face clean my room do my homework

meet my friends study before a test take notes in class take out the trash be on time

4. Individual work: In this part students will imitate the movements to remember the vocabulary about daily routines.

5 & 6. Teamwork and communication: In the group, we will play hangman to practice and imitate vocabulary.

w a _ e _ p

A B C D E F G H I
J K L M N O P Q R
S T U V W X Y Z

7. Complementary activities: Students check the mind map to perform the actions to reinforce the vocabulary.

DAILY ROUTINES AND FREQUENCY ADVERBS

- Have breakfast
- Go to work
- Have lunch
- Watch TV
- Have Dinner
- Go to bed
- Take a Shower
- Brush teeth
- Wake up

FREQUENCY ADVERBS: Always, Usually, Frequently, Sometimes, Rarely, Never

THINK A LITTLE BIT...

- Sentences in present simple: He always brushes his teeth, They sometimes watch TV, She never goes to bed early, I rarely wake up early.
- Questions: How often do you wake up early?

8. Applicability: Students with the support and feedback of the teacher will complete some drills in the workbook.

9. Self-evaluation: At the end of the sessions, students will express their learning with some phrases.

10. links with the resources: <https://www.hangmanwords.com/play/custom->

[TUFLRSUyMFIPVVIIMjBCRUQIMEFUQUtFJTIwT1VUJTIwVEhFJTIwVFJBU0glMEFCUI](https://www.hangmanwords.com/play/custom-TUFLRSUyMFIPVVIIMjBCRUQIMEFUQUtFJTIwT1VUJTIwVEhFJTIwVFJBU0glMEFCUI)

[VTSCUyMFIPVVIIMjBURUVUSCUwQUhBVkUIMjBCUkVBS0ZBU1QIMEFDTEVBtiUy](https://www.hangmanwords.com/play/custom-VTSCUyMFIPVVIIMjBURUVUSCUwQUhBVkUIMjBCUkVBS0ZBU1QIMEFDTEVBtiUy)

[MFRIRSUyMFJPT00IMEE=](https://www.hangmanwords.com/play/custom-MFRIRSUyMFJPT00IMEE=) (Daily routines)


<https://www.goconqr.com/mindmap/21969116/daily-routines-and-frecuency-adverbs> (frequency adverbs and daily routines)

Appendix L. SWOT

Internal Analysis	External Analysis
<p>Weaknesses</p> <p>-Only 10 of the 34 students who took the test reached an average grade according to the performance scale that evaluates out of five, that is, only about 29% passed this evaluation, a very low result, not even half of them obtained a basic score at least, most of them were in the low level with marks of 3.0 or less.</p> <p>-Although it is also evident that not all students do not invest the necessary time in reading and understanding, some dedicate themselves to mark without first taking a moment to read the context of the question and discard the options one by one to have a better chance of getting it right.</p> <p>- Although the evaluation was designed by competencies and presented with a statement and options to select from, it posed challenges for the fifth-grade students who were not clear about all the vocabulary and it was not completely made easy for them. "The difficulty of the items, or the reliability coefficients, depend largely on the type of sample used to calculate them." (Muñiz, p. 62, 2010)</p> <p>Which means that in this case, the type of population deserved that the difficulty of the items was neither so basic, nor so complex, but in the middle of everything it represented a difficulty, there is also a weakness in the literal interpretation, since the context of the question was well posed and written, but perhaps the vocabulary was not totally clear to them despite the fact that it corresponded to the objective of using information given on the subject to be able to associate the given context with the answers and apply it in the writing.</p>	<p>Threats</p> <p>- The students had to take English classes intermittently, seeing only once a week with the external teacher of English who was paid, so the results showed low scores, that is, a lack of more attention and accompaniment to these groups, taking into account that the foreign language requires skills where it is possible to interact with people of a better level in order to advance and correct the errors that appear along the way.</p> <p>-Perhaps despite the fact that the teacher who was the expert pair raised the design of the questions at a basic level, if they represented a threat to the low level of most of the students, who did have difficulties to understand it and obtain the best results, but not because all the questions were not explicit or had a clear instruction, but because their vocabulary is quite limited and this year the fact that their hours of accompaniment with a teacher did not cover all of what was raised represented a threat At first, mainly due to the modality of working at home that altered many of the dynamics handled in person and that were not fully achieved in this way.</p>
<p>Strengths</p> <p>-Those people who were able to present this test had the opportunity to measure themselves in knowledge and try to answer from their knowledge, since there was no previous review, however one of the strengths was to visualize it before solving it, since the students paid attention and they could have an overview of what they would find in the test, so the instructions were given at the beginning,</p> <p>-Some of the students who kept clarifying doubts, asking questions to obtain better results and although they stated that they were afraid to present a test, they wanted to do so taking into account that they were directed so that they could self-assess their skills in another language before going on to high school.</p> <p>-Most of the appearance questions that included some adjectives were answered correctly by half of the students, which means that the base vocabulary is incorporated into their knowledge, which allowed them to be in accordance with the learning objective of the study. Item that allowed to identify the vocabulary and the structures that the student possesses through the answer to questions and the choice between several options of sentences.</p>	<p>Opportunities</p> <p>- Although the evaluation was short and consisted of 8 questions, the students should spend much more time reading the context of each point, as well as analyzing the answers a little more, discarding the least correct ones, because although they were told that they would have about one hour, many of them finished it in ten minutes, which implied that they had not invested the necessary time to respond.</p> <p>-Although the questions posed were in accordance with the fifth grade and the topics addressed during the year according to the DBA and the basic text, students always require that their pre-knowledge be reactivated through a previous review, questions, additional explanations, since they are primary school children who have not had constant training in a second language.</p>


Appendix M. Test used to measure the knowledge of vocabulary

Evaluation for pre-test and post-test

	COLEGIO TÉCNICO NUESTRA SEÑORA DE LA PRESENTACIÓN	PROCESO FORMACIÓN INTEGRAL DEL ESTUDIANTE	Código: R-FE-015
		ENGLISH EVALUACIÓN FOR FIFTH GRADE	Versión: 01

NAME: _____

APPEARANCE
To describe how the characters look like, we use various adjectives such as beautiful, ugly, bald, spiky or blond hair among others.



(Knowledge) According to the explanation and pictures, choose the right answer in the question 1 and 2

1. **What does he look like?**



- A. He is bald
- B. They have spiky hair
- C. He is handsome
- D. They are ugly

2. **What does she look like?**



- A. She has long hair
- B. He has spiky hair
- C. She has spiky hair
- D. She isn't spiky hair

-Read the following text to answer the question 3

I am Richard and I going to talk about different people, first my teacher Mary has dark hair and brown eyes, she is very smart, but she never eats fast food like hot dogs, because she is sporty; Second my cousin Michael is really lazy, He has spiky hair and is very tall, he sometimes does his homework but always goes to bed before 11:00 pm; third my aunt is Anne, she is beautiful but is shy, she never watches TV.

3. What does Anne look like?

- A. She is beautiful B He is sporty C She is beautiful. She has brown eyes D They have spiky hair

(synthesis) 4. According to the information given in the last question about appearance built a sentence considering these words (you must order them to create a right sentence) Has eyes Rose green hair and long.

- A. Eyes green hair and long has Rose
- B. Rose eyes and hair long green have
- C. Has long Rose green hair and eyes
- D. Rose has green eyes and long hair

(Analysis) Listen your teacher to answer this question, according the frequency adverbs and the information given in the charts



5. Choose the right option

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
☆	✓		✓			✓	
♥	✗	✗	✗	✗	✗	✗	✗
↶	✓	✓	✓	✓	✓	✓	✓

= eat eggs

Eggs

= Take a shower

7:15 Am

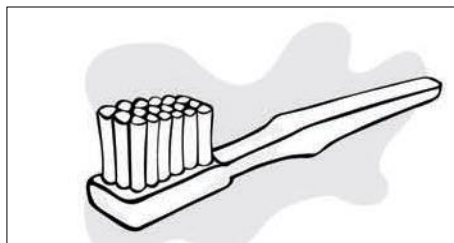
= Clean the room

- A. the boy sometimes takes a shower
- B. The boy never cleans the room
- C. The boy always takes a shower
- D. The girl always eats eggs.

6. (Application) Write a sentence according to the last chart, using the frequency adverbs given in the five context and question.

Eggs

7. (Knowledge and application) Remember that should is used to advice and must for an order



According to the picture the best advice for yourself is:

- A. You always should brush your teeth
- B. They never should brush her teeth
- C. She sometimes Should go to bed
- D. We usually should brush our teeth.

(Comprehension and Evaluation) Now read the text, look for in this one the tracks taking into account the question and answer. When Mary goes to bed, she usually brushes her teeth, but sometimes she forgets it and then she must get up in the middle of the night to do it. Sometimes when My cousin Michael is too lazy, he sets up an alarm to get up early in the morning and my dad Charlie always go to bed late because of his work.

8. Who goes to bed late?

- A. Mary
- B. Charlie
- C. My cousin
- D. Michael

HOJA DE RESPUESTAS	
PREGUNTA 1	Option C The idea is taking into account the reference to remember about the appearance and in this case the answer consists in matching the description of the image with the picture and the letter c is the unique that is coherent with the structure and features of the image and it let us to remember the vocabulary that fixes with the reality.
PREGUNTA 2	Option D The right answer is the letter A because the idea is identify the real context, the question, and the right pronoun, then the second one is wrong because the sentence begins with he and it is opposite to the questions, likewise the letter d because the pronoun is different to the question, and the letter c is wrong because the features belong to other character.
PREGUNTA 3	Option A The right answer is the letter A because the idea is identify the real context, the question, and the right pronoun, then the second one is wrong because the sentence begins with he and it is opposite to the questions, likewise the letter d because the pronoun is different to the question, and the letter c is wrong because the features belong to other character.
PREGUNTA 4	Option D The students must start with a subject + verb in this case for third person, after an adjective before a noun, it can be first the hair and after eyes or viceversa with the connector between both.
PREGUNTA 5	Option C The letter c gathers the real information according the chart, symbols and the right sentence with the accurate frecueny verb
PREGUNTA 6	Option Writing (open question) The answer must contain subject the suitable frecueny adverb according to the chart, after a verb with s because it is simple present, third person and finally the noun.
PREGUNTA 7	Option A The letter A is an advice for you and the other have other subject and are not coherent with verbs not matching with end in s or not.
PREGUNTA 8	Option B According to the text the name that is according the question is Dad Charlie
PREGUNTA 9	Option D According to the text the frecueny verb mentioned was usually
PREGUNTA 10	Option Listen and write. In this part the idea is writing according listening and according their learning achieved.

INGLES

APPEARANCE

To describe how the characters look, we use various adjectives such as beautiful, ugly, bald, spiky or blond hair, sunny others.

(Knowledge) According to the explanation and pictures, choose the right answer in the questions 1 and 2.

1. What does he look like?

A. He is bald. They have spiky hair. He is handsome. They are ugly.

2. What does she look like?

A. She has long hair. He has spiky hair. She has spiky hair. She isn't spiky hair.

Read the following text to answer the question 3.

294 325

I am Richard and I go to talk about different people, first my teacher Mary has dark hair and brown eyes, she is very smart, but she never eats fast food like hot dogs, because she is sporty. Second my cousin Michael is really lazy, he has spiky hair and is very tall, he sometimes does his homework but always goes to bed before 11:00 pm; third my aunt is Anne, she is beautiful but is shy, she never watches TV.

3. What does Anne look like?

A. She is beautiful!
 B. He is sporty.
 C. She is beautiful. She has brown eyes.
 D. They have spiky hair.

4. Mark the correct answer (how would you write the following number)

A. Two hundred ninety-four dollars and thirty-two cents
 B. Two thousand ninety-five dollars and thirty-two cents
 C. Two hundred ninety-four dollars and forty-two cents
 D. Two thousand sixty-four dollars and forty-two cents

(Analysis) Listen your teacher to answer this question, According the frequency adverbs and the information given in the charts.

ADVERBIO

always
 usually
 sometimes
 occasionally
 rarely
 never

5. Choose the right option

Yes	Sometimes	Often	Never	Always
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Take a shower
 Clean the room

The boy sometimes takes a shower
 The boy never cleans the room
 The boy always takes a shower
 The girl always cat eggs

6. (Knowledge and application) Remember that should is used to advice and must for an order

According to the picture the best advice for yourself is:

A. You always should brush your teeth
 B. They never should brush their teeth
 C. She sometimes should go to bed
 D. We usually should brushes our teeth

7. (Comprehension and Evaluation) Now read the text, look for in this one the tracks taking into account the question and answer 8-9

When Mary goes to bed she usually brushes her teeth, but sometimes she forgets it and then she has to get up in the middle of the night to do it. Sometimes when My cousin

THE IDENTIFICATION

1. The right description is:

A. She has dark hair
 B. He has dark hair
 C. They have dark hair
 D. He has dark hair

2. What does she look like?

A. She has dark hair
 B. She has light hair
 C. She is blue eyes
 D. He has light hair

3. Who has curly hair?

A. Marky and Emma
 B. Sylvia
 C. Ivan
 D. Maria

4. Choose the right word.

A. light
 B. long
 C. short
 D. curly

5. According to the picture:

A. She wears dark hair
 B. She wears light hair
 C. She wears curly hair
 D. She wears straight hair

6. Complete the right word.

A. She wears dark hair
 B. She wears light hair
 C. She wears curly hair
 D. She wears straight hair

7. Choose the right word in their "Activity" space.

A. hair
 B. face
 C. eyes
 D. nose

8. Complete the right word in their "Activity" space.

A. hair
 B. face
 C. eyes
 D. nose

SECCION DE LA PRESENTACION

NAME: Mauricio Jarama 5-3

According to the text answer the question

I am Lynn, I have dark hair and I am creative and talkative. My friend's name is Mary, she is beautiful, she has short hair and is sporty. My dad is Charlie he is friendly and handsome, he is bald and my brother Peter has spiky hair, he is tall and shy.

1. What does Mary look like? Beautiful, short hair, sporty

2. Who is bald? Charlie

3. What does Peter look like? Tall and shy

4. Who has dark hair? Mary and Lynn

Translate to English according to the vocabulary

5. Yo soy mandona y amable. bossy and friendly

6. Mis tios son calvos pero simpáticos. Bald and friendly

Translate to Spanish

7. They have spiky hair and mustache. Ellos tienen pelo espigado y bigote

8. She is shy but friendly. Ella es tímida pero simpática

Choose the right option

9. They are funny and smart

A. have
 B. has
 C. are
 D. is

COLEGIO TÉCNICO NUESTRA SEÑORA DE LA PRESENTACION

FORMACIÓN INTEGRAL DEL ESTUDIANTE

EVALUACIÓN DIAGNÓSTICA DE INGLÉS

Grado: 5-3 Sesión: M

NAME: Mauricio Jarama Reyes

READING (Vocabulary, grammar)

1. TAKE A LOOK AND CIRCLE THE RIGHT WORD:

The father (the grandfather) is in the garden.
 The father (the grandfather) is in the living room.
 The mother (the grandmother) is in the bedroom.
 The brother (the sister) is in the bathroom.
 The brother (the sister) is in the kitchen.

2. Read and answer

George has a blue pants and Rose has a big and red skirt, George and Rose like the sunny days because they can wear gloves, but Rose prefers the sunny days because she wears dress and brown sandals.
 How is the skirt of Rose? big and red
 What color are the sandals? brown
 What wears George? blue pants
 What do they wear on rainy days? gloves
 On sunny days what wear Rose? dress and sandals

3. Choose the right verb in past tense

A. She have a good friend today
 B. He has a party tomorrow
 C. They had a big pet the last year
 D. I have a party yesterday

4. Match the number with the right reading

Marca solo un ovalo por fila

Six hundred and twenty five	eight hundred and four	six thousand and three	fifty thousand	One thousand and five
seventy nine thousand	four hundred	four hundred	and three	hundred
four hundred and seventy five				

WRITING (Grammar, Vocabulary)

5. Write in English ¿Qué hora es?

Son las once y media

6. Escribe una oración según la persona y lo que está haciendo

What? 11

Who? she

7. Translate

They are fat. Ellos son gordos.
 He is thin. Él es delgado.
 She is shy. Ella es tímida.
 They are friendly. Ellos son simpáticos.
 They have short hair. Ellos tienen pelo corto.
 She has long eyes. Ella tiene ojos largos.

8. ESCRIBEN INGLÉS

Mi abuelo está en el restaurante with sister
 El cabello está desordenado. My grandmother
 Yo tengo una nariz pequeña.
 No gusta montar bicicleta.
 El jueves vi televisión.
 Ellos están corriendo.

9. Completa o la pregunta o la respuesta que sees hacer falta.

I am twenty years old.
 What does she look like?
 Who are they?
 My mother is in the supermarket.

10. RESPONDE SEGUN EL AUDIO ESCUCHADO

How was History class for Mike?
 What is Sarah good at?
 What does Mike like?